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ABSTRACT

This resource manual was produced to assist the South Carolina Technical College System's efforts to improve institutional effectiveness and accountability. The first two sections of the manual provide a brief foreword, a description of state initiatives for research and academic excellence in South Carolina, the text of state legislation requiring annual reports from public postsecondary institutions on institutional effectiveness, and memoranda providing clarifying information about the reports. The next section presents information on the Southern Association of Colleges and Schools' accreditation requirements for planning, evaluation, and institutional research. After a memo summarizing the "Student Right To Know and Campus Security Act," the next section presents the 1990-91 Commission on Higher Education reports for technical colleges, providing information on student persistence, alumni follow-up study results, student retention, and racial equality in student and faculty demographics. A directory of institutional effectiveness contact persons follows, including names, addresses, telephone and fax numbers, and electronic mail codes. The next section presents information regarding institutional databases, including the names of the institution and the director of information resource management, database description, contact person, program language, and access availability. The final sections provide sample methodologies and surveys, a bibliography of selected articles on assessment and educational measurement and information on selected educational outcomes measures, definitions, a bibliography of assessment instruments and articles, and the minutes of the coordinators' meetings. (MAB)

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Institutional Effectiveness

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Resource Manual

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Produced for South Carolina's Technical College System
Through a Grant from the
American Association of Community and Junior Colleges
and the W. K. Kellogg Foundation

August 1992

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FOREWORD

South Carolina's technical college system is composed of sixteen colleges, varying in enrollments from 515 to 8,496 (fall 1991 headcount). This system has evolved over the past 25 years into the major source of postsecondary technical training and a primary point-of-entry for thousands of South Carolinians pursuing higher education certificates, diplomas and degrees. The colleges comprising this system serve students of all ages, races and educational backgrounds; in rural and urban settings; at all hours of the day and night. Our enrollment growth, student employment and transfer success and state funding support have all validated our effectiveness in fulfilling our various missions.

However, national, regional and state regulations and accountability legislation in recent years have mandated that we document our effectiveness, based upon certain prescribed measures. In order to respond to our own internal need for data on effectiveness and comply with mandated assessment requests, the sixteen colleges decided to collaborate on the development and field-testing of assessment processes and products documenting effectiveness. An Institutional Effectiveness Coordinators' group, representing all sixteen colleges and the State Board for Technical and Comprehensive Education was formed in fall 1989 and received an AACJC/Kellogg Foundation Beacon Grant in 1990 to support their activities.

One activity funded by the Beacon Grant was the development of this Resource Manual for Institutional Effectiveness. The manual's purpose is to provide pertinent information, data and resources in a single source book. It is intended to be a working manual, and should be updated periodically to reflect current sources, etc. The manual has a companion document entitled "Compendium of National Data Sources on Higher Education," published by the State Higher Education Executive Officers (also purchased with Beacon funds).

This manual could not have been completed without the input and support of all sixteen coordinators, who freely shared their documents and data sources, and the financial support of the AACJC/Kellogg Foundation Beacon Project. Special thanks are due to Rennie Dixon, my assistant for research and assessment, and Sherrill Perry, my administrative assistant. It is our hope that these resources will assist with research and assessment activities that produce their intended results—more successful students.

Delinda T. Cannon

Delinda Cannon, Project Director
Associate Vice President
Midlands Technical College
August 1992

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STATE REQUIREMENTS

THE CUTTING EDGE:
Higher Education's Initiatives for Research
and Academic Excellence in South Carolina



South Carolina
Commission on Higher Education
Columbia, South Carolina

Revised
October 1987

Annually, the Executive Committee will review the report and submit it to the three Councils of Presidents representing public universities and senior colleges, private higher education, and technical colleges. These councils will review the report and make suggestions to the Executive Committee for alterations, deletions, or additions. Further, the Commission may hold one or more public hearings. Upon receiving comments, the Commission will make changes it deems appropriate.

Once the Commission formally endorses or approves any planning document, it will provide copies to all institutions of higher education for use in their planning process and to governmental leaders for their use in gaining a better understanding of the goals for higher education in the State.

C. System for Measuring Institutional Effectiveness

To promote high standards of accountability, the Commission on Higher Education will require that a system for measuring institutional effectiveness is in place at every public college and university; it will collect and disseminate data resulting from the measures of institutional effectiveness and it will use these data in planning.

The Commission recognizes the importance of maintaining quality academic programs, services, and facilities within all institutions of higher education in South Carolina. It believes that existing methods of State-wide quality assessment, such as its evaluations of programs and studies of the condition of facilities, serve a useful purpose and plans to continue them. In addition, the Commission realizes that every college and university is accountable to its constituents and should

report to its constituents concerning the effectiveness of its programs and services. This responsibility is clearly recognized by the colleges and universities in South Carolina, and each of these institutions has or is developing a quality assurance program.

Higher education in South Carolina has been structured in a manner that assures access by all qualified citizens and provides a variety of educational opportunities to those who wish to take advantage of them. The diversity within higher education in South Carolina is recognized by the Commission and individual governing boards. The diverse structure of higher education in South Carolina magnifies the responsibility that each institution has for maintaining an effective system of quality assessment. Because of the structure of higher education in South Carolina and the focus that has been placed upon the development of institutions with unique characteristics and diversified programs, the Commission believes that the goals for quality assessment in South Carolina should be:

1. To assure that a system for measuring institutional effectiveness is in effect on every public college and university campus in the State of South Carolina;
2. To provide a vehicle for disseminating the results of outcome measurements to the constituents within the State; and
3. To provide data relative to the effectiveness of each institution that can be used to initiate curriculum, programmatic, or policy changes within the institution.

The process by which these goals will be attained is as follows:

1. Each institution of higher education will be responsible for maintaining a system to measure institutional effectiveness and will provide the Commission on Higher Education with an outline

of the system that is implemented for review and approval. The system for measuring institutional effectiveness must include:

- a. A statement of criteria by which the institution and/or programs are being assessed;
 - b. A means of providing quantitative results of the institutional or programmatic assessment activities;
 - c. A means of determining student achievement (see D, p. 33);
 - d. A report on changes made in programs as a result of evaluations done by the Commission.
2. As a part of South Carolina's State-wide planning process, each institution will provide the Commission on Higher Education with an annual report on the results of its institutional effectiveness program.
 3. The Commission will prepare a report that will include results of institutional effectiveness, including student assessment programs. The report will also include other actions that the institutions have taken to strengthen educational quality and will contain data from previous years on the basis of which each institution can measure its progress. Information from private colleges and universities will be included for those institutions that voluntarily provide the information to the Commission.
 4. The Commission on Higher Education will provide technical assistance in the development of a system for measuring institutional effectiveness for any institution requesting such assistance.

D. Procedures to Measure Student Achievement

Because student achievement is the most vital aspect of any institution's effectiveness, the Commission emphasizes that all State-supported institutions will establish their own procedures and programs to measure such achievement.

The procedures and programs will be submitted to the Commission as part of the plan for measuring institutional effectiveness. They should:

1. Derive from institutional initiatives, recognizing the diversity of South Carolina public colleges and universities, the tradition of institutional autonomy, and the capacity of faculty and administrators to identify their own problems and solve them creatively;
2. Be consistent with each institution's mission and educational objectives;
3. Bear a direct relationship to teaching and learning in the classroom, enabling faculty to use the results to address student deficiencies, evaluate and improve the curriculum, and develop better teaching techniques;
4. Involve faculty in setting the standards of achievement, selecting the measurement instruments, and analyzing the results;
5. Consider the relative importance of assessment to determine student attainment as measured by an absolute standard as well as assessment of student growth in learning attributable to the influence of the institution;
6. Follow student progress through the curriculum, as appropriate, with consideration of achievement measures (a) at transition points to ensure student readiness to proceed, (b) upon completion of the major, and (c) at graduation or on leaving the institution; and

7. Include follow-up of graduates through employer studies of participation rates in further education and alumni reports of career progress.

As part of their report on institutional effectiveness, all State-supported colleges and universities will be expected to describe progress in developing their assessment programs and to submit concrete, non-anecdotal, and quantifiable information on student achievement to the Commission on Higher Education. The report should include information about the achievement of transfer students from the two-year colleges enrolled in four-year colleges and universities and about the performance of professional program graduates on licensing and certification examinations.

(R262, S313)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-101-350 SO AS TO REQUIRE THE COMMISSION ON HIGHER EDUCATION TO SUBMIT CERTAIN ANNUAL REPORTS RELATING TO THIS STATE'S PUBLIC, POST-SECONDARY INSTITUTIONS TO THE GOVERNOR AND TO THE GENERAL ASSEMBLY BEGINNING IN 1993, TO PROVIDE FOR THE SPECIFIC INFORMATION TO BE INCLUDED IN THE REPORTS AND FOR THE SECURING OF INFORMATION FOR THE ANNUAL REPORTS FROM THIS STATE'S TWO-YEAR AND FOUR-YEAR PUBLIC, POST-SECONDARY INSTITUTIONS.

Be it enacted by the General Assembly of the State of South Carolina:

Annual reports

SECTION 1. The 1976 Code is amended by adding:

"Section 59-101-350. (A) The Commission on Higher Education shall submit an annual report to the Governor and to the General Assembly. The annual report must be published prior to January fifteenth of each year beginning in 1993 and presented in a readable format so as to easily compare with peer institutions in South Carolina and other Southern Regional Education Board states the state's public, post-secondary institutions. Prior to publication, the Commission on Higher Education shall distribute a draft of the report to all public, post-secondary institutions and shall allow comment upon the draft report. The Commission on Higher Education shall develop and adopt a format for the report and shall insure consistent reporting and collecting of the data in the report by the institutions.

(B) Each four-year, post-secondary institution shall submit to the commission the following information for inclusion in the report, with the South Carolina Department of Corrections' students identified and reported separately:

- (1) the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- (2) the number and percentage of undergraduate and graduate students who completed their degree program;
- (3) the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants;
- (4) the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;

(5) the percent of graduate and upper division undergraduate students participating in sponsored research programs;

(6) placement data on graduates;

(7) the percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;

(8) the percent of graduate students who received undergraduate degrees at the institution, within the State, within the United States, and from other nations;

(9) the number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who have transferred to two-year, post-secondary institutions;

(10) student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam; and

(11) appropriate information relating to each institution's role and mission.

(C) Each two-year, post-secondary institution shall submit to the commission the following information for inclusion in the report:

(1) the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;

(2) the number and percentage of undergraduate students who completed their degree program;

(3) the percent of courses taught by full-time faculty members, part-time faculty, and graduate assistants;

(4) placement rate on graduates;

(5) the percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;

(6) the number of students who have transferred into a four-year, post-secondary institution and the number of students who have transferred from four-year, post-secondary institutions; and

(7) appropriate information relating to the institution's role and mission.

(D) The Commission on Higher Education also shall develop with the cooperation of the public, post-secondary institutions, a uniform set of questions to be included in surveys to be used by each public, post-secondary institution in determining alumni satisfaction. The survey instruments must address the issues of overall satisfaction, satisfaction with major instruction, impact of general education, and current societal participation of alumni. Every two years the graduating class of three years prior must be surveyed by each institution using appropriate

statistical techniques. Information from these surveys must be included every two years in the annual report as required herein.

(E) The Commission on Higher Education shall make no funding recommendation, capital outlay recommendation, distribution or certification on behalf of any public, post-secondary institution that has not submitted the information required pursuant to this section.

(F) After discussions with the institutions, the Commission on Higher Education in consultation with the House Education and Public Works Committee and the Senate Education Committee shall develop the format for the higher education report as required herein.

(G) The Commission on Higher Education is required to submit an annual report on the progress of institutions of higher education in implementing assessment programs, and in their achievement of effectiveness goals.

(H) The report required by this section must be filed in magnetic media form if the information is available in that form."

Time effective

SECTION 2. This act takes effect upon approval by the Governor.

In the Senate House February 13, 1992.

Nick A. Theodore,
President of the Senate

Robert J. Sheheen,
*Speaker of the House of
Representatives*

Approved the 19th day of February, 1992.

Carroll A. Campbell, Jr.,
Governor

Printer's Date -- March 2, 1992 -- S.

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SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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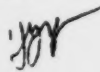
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COLUMBIA, S. C. 29201

FRED R. SHEHEEN
Commissioner

TELEPHONE
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January 24, 1992

To: Institutional Planning and Assessment Staff
From: Alan S. ^{ASK}Krech and Harry G. Matthews 
Re: Planning and Institutional Effectiveness Reports for 1992
Amendments to Institutional Effectiveness Plans

This memorandum is intended to explain and clarify the data and interpretive information that should be submitted to the Commission in the "Institutional Planning Reports" (due on June 15, 1992) and the "Institutional Effectiveness Reports" (due on July 1, 1992). It also describes how each institution's "Plan for Institutional Effectiveness" should be modified or amended during the next year.

The two distinct sections of the memo focus separately on "Planning" and "Assessment," since different personnel have responsibility for these areas in some of the institutions and separate reports for these areas are required by the Commission. However we, like the Commission on Colleges of the Southern Association of Colleges and Schools, recognize the need to "close the loop" between these activities so that they will have maximum impact.

A CAREFUL READING AND THOROUGH UNDERSTANDING OF THE FOLLOWING MATERIAL WILL SAVE YOU UNNECESSARY WORK. WE HAVE REDUCED THE AMOUNT OF INFORMATION WE ARE REQUESTING FROM THE INSTITUTIONS IN SEVERAL AREAS.

PLANNING REPORTS

This fall, the Commission approved a revised Planning Prospectus that should significantly reduce the length of your annual planning report two out of every three years. Specifically, the 1991-1992 Planning Prospectus says:

Each institution and the State Board for Technical and Comprehensive Education will submit by June 15 each year a brief (probably 10 to 20 pages depending upon the size of the institution) profile of the institution which addresses the following components of planning:

1. A short (one or two pages) description of the institution's planning process. This information should be provided every third year with any changes reported during interim years. Since complete descriptions were reported in June 1991, reports for 1992 and 1993 will be considered by CHE as interim years.

2. Institutional mission statement including the most recent date of approval, institutional type, optimum student body composition and enrollment, and primary service area. Complete information should be provided every third year with any changes in the mission statement or the supporting data, such as optimum enrollment or service area, reported in interim years as defined in (1) above.

3. Major issues, needs, or opportunities (as well as goals or strategies for addressing these needs if determined) with respect to:

- a. instruction
- b. staffing (academic and administrative)
- c. support services (library, institutional, administrative)
- d. student services
- e. finance/budget
- f. facilities
- g. research
- h. public service

Simply put, the June 1992 institutional planning reports need only report changes that have occurred since the June 1991 report in the planning process, institutional mission statements, and institutional profile data. On the other hand, the section on major issues, needs, or opportunities should be submitted in its entirety each year; however, please stick to major planning items or concerns and keep your descriptions succinct. If an issue, need, or concern remains from the previous year, please repeat or modify its description as appropriate. Do not include elaborate discussions of minor planning issues or elaborate lists of activities.

Note also that the CHE no longer requests that a summary of institutional effectiveness efforts or concerns be included in annual planning reports. Such information is unnecessarily duplicative of what we receive in the institutional effectiveness reports and wastes your and our time.

Finally, there is one additional item that should be briefly addressed in your report to us. The new State plan, Choosing South Carolina's Future: A Plan for Higher Education in the 1990's, says that one goal is to "Demonstrate the effective use of public resources in higher education by ensuring the accountability of the Commission on Higher Education and the institutions." One strategy under that goal is to "Ensure that a sound, strategic, institutional-level plan exists at each institution and that institutions report regularly on their use of financial and physical resources in its support." The indicator of progress for that strategy is "demonstration that strategic planning is being used to reallocate existing resources at each institution to areas of strength that are central to its missions." Please include with this year's report a brief demonstration of how your institution is using strategic planning to reallocate existing

resources, citing specific examples that we can use in evaluating our success in fulfilling that portion of the planning agenda.

ASSESSMENT REPORTS

Most of you submitted institutional effectiveness reports last July that reflected a great deal of hard work. We appreciate your commitment to making the South Carolina program one that focuses on the collection and use of data for institutional improvement -- a number of states have sought information on our program. Our thanks to each of you and to Reid Johnson and the SCHEA Network for all of the help and support.

As you know, the "Assessment Schedule," found as Appendix I in the Commission's Guidelines for Institutional Effectiveness, calls for full phase-in of the assessment program this year. That means that each institution should have reported on all applicable components at least once by July 1, 1992. Depending on the schedule that you submitted as part of your Plan for Institutional Effectiveness, it does not mean that you must report on every component this July 1. For example, Clemson University reported one year early (last July) on General Education and had submitted a schedule that calls for reporting in that area every three years. Thus, while the vast majority of you will be reporting on General Education this July, Clemson is not expected to do so.

Before commenting on the individual assessment components, we would like to request that you make our job easier by doing two things in this year's reports:

1. Please submit your entire institutional effectiveness report as one document, with the information on those of the 18 components on which you are reporting in the order found in the Guidelines for Institutional Effectiveness. Last year, some of you submitted reports on Licensing and Certification Exams, Student Athletes, and Alumni Surveys separately and at different times. With 33 public institutions submitting reports on up to 18 components, it is most helpful to get a single, properly ordered submission. There is no need to repeat information. For example, if data from your alumni survey are cited in the sections on general education, majors, and student services, simply cross reference by using a brief statement to that effect when you report on alumni surveys.

2. For each of the assessment areas, please summarize your findings and any actions you may be taking based upon them in a few succinct paragraphs. If you do a good job with this, we may be able to use your statements verbatim in our Summary Report on Institutional Effectiveness. Having done a tremendous amount of work, most of you like to provide fairly detailed explanations of both your process and the findings. We do not want to discourage this for it provides valuable background and supporting material. We simply implore you to begin with a summary and then include appropriate details and explanations.

Our comments and suggestions for reporting on the individual assessment components follow:

1. General Education -- We would suggest that your summary include a one sentence description of how general education is defined at your institution, followed by one or more sentences indicating the methodologies or instruments you have chosen to use for its assessment. The remainder of your summary (perhaps one or two paragraphs) should list major findings or trends from your initial assessment and, if appropriate, any actions you may be planning or may have taken to improve your general education program as a result of the assessment process.

2. Majors or Concentrations -- Most of you have indicated that you will be reporting on some portion of your majors each year. We would suggest that you list those majors on which you are reporting, again describing the various assessment methods you are using for each. You may want to do this in tabular form for the sake of brevity. Then, in a very few paragraphs, highlight your findings and how they are being used for improvement. If the findings are similar in a number of majors, point out commonalities; you needn't write separately about each. It is particularly effective to emphasize a few meaningful specifics in your brief summary.

3. Performance of Professional Program Graduates on Licensing and Certification Exams -- You have generally been doing better and better on this each year. Please continue to assume that the Commission's planning and assessment staff does not remember anything about the examinations or the information you submitted during the previous three reports. The first time you mention an examination, give us its full name rather than an abbreviation. Clearly label your data with dates of administrations, provide information about State and national averages when available, state the number of students eligible and the number in exam administrations, indicate your goals and, if they are different from those goals, the scores below which you feel the need to take corrective action. Most important, tell us what actions you are taking to correct problems when you identify them. Good news. You do not need to report on the Education Entrance Exam any longer, although you must continue to report on the results of the National Teachers Examinations. We will notify you if S.313, which just passed in the South Carolina General Assembly, will require any format changes or additional information.

4. Reports of Program Changes that have occurred as a Result of External Program Evaluations -- These reports are prepared internally by the planning and assessment staff from information provided by our academic affairs staff. Institutions need not submit additional material.

5. Alumni Follow-Up Studies -- The first report in this area was due last year. You may or may not be reporting findings of such studies this year, depending on the schedule in your assessment plan. Even if you have findings of such studies, you may be reporting them under general education, majors, student services, or other areas. If so, simply state that such studies were conducted and the findings are discussed under areas x, y, and z.

S.313 requires that biennial surveys be conducted of alumni that graduated three years previously, and that some common questions concerning certain areas be included in the surveys from all institutions. An advisory committee chaired by Dave Fleming of Clemson and made up of members of the South Carolina Assessment Network is developing questions

and procedures in this area at the request of Commissioner Sheheen. We will keep you informed of its progress.

6. Entry-Level Skills Necessary for College Work -- This report is required for the first time this year. Your summary paragraphs should list or briefly describe those tests or other instruments that are used to determine students' skill levels in reading, writing, mathematics, foreign languages, or such other areas as are important for appropriate placement. Please tell how such instruments are selected and assessed for their effectiveness, indicating any important findings and actions that have been taken to change or modify the instruments as a result of those findings.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites -- These reports are prepared internally by the planning and assessment staff from information provided by our academic affairs staff. Institutions need not submit additional material.

8. Remedial and Developmental Programs -- The Academic Affairs staff is conducting a major study of Developmental Education and will, in the near future, be sending you a form requesting quantifiable data with respect to student participation in developmental courses and success rates (See Page 4 - "Charge Number 2" of Memorandum of August 14, 1991 sent to you from Gail M. Morrison and Alan S. Krech). Much of the data that you will or have been collecting for that form should be useful in preparing the July 1, 1992 institutional effectiveness report for this area. While we are not prescriptive about the contents of your report to us, it would seem logical to briefly summarize by indicating the fields (or courses) in which you provide developmental education, the number of students enrolled for each of the last several years, the number of those students who successfully complete each developmental course or program, and the success rate of those students as they continue with regular curricula. Such information will be required upon implementation of S.313.

9. Achievement of Students Transferring from Two to Four-Year Institutions As envisioned in the Guidelines for Institutional Effectiveness, this report is submitted to us by the two-year public institutions and focuses on achievement rather than merely numbers. A committee, chaired by Dr. R. Lynn Kelley of our academic affairs staff, is designing a system and format for reporting of pertinent information from the senior institutions to the two-year institutions. I have been told that information on Fall 1991 transfers will start making its way from the four-year institutions to the two-year institutions as early as March of this year. You should be hearing more about that shortly. It appears that the recent passage of S.313 will also require a report on the number of students transferring from four-year institutions to two-year institutions. We will provide further direction on this as soon as it is available. In the meanwhile, keep collecting any data on your transfer students that has proven useful in the past. We may need to drop back and punt.

10. Analysis of Undergraduate Retention and Attrition -- This was required for the first time in last year's submission and may or may not be submitted this year depending on the reporting schedule in your Plan for Institutional Effectiveness. Very honestly, except for a few institutions, this was the most disappointing section of the report that we received last year. A number of institutions had not completed their initial studies and did not

have information. Several institutions provided generalities, but gave us no numbers or percentages, and very few institutions had developed real data on why students stay or leave and what the institution might do to address attrition. If possible, we would like better reports from those institutions this year, regardless of their original reporting schedule. Otherwise, please continue work in this area so that the next report is more useful to you and to us. Both the federal "Student Right to Know Act" and S.313 will require submission of information on graduation rates. Our S.313 Advisory Committee is examining what will be needed to fulfill the mandates of those laws.

11. Minority Student and Faculty Access and Equity -- These reports are prepared internally by the planning and assessment staff from information provided by our Access and Equity staff. Institutions need not submit additional material.

12. Academic Performance of Student Athletes -- Each institution from which this report must be submitted was sent appropriate forms last fall. Generally, you have done an very good job with responding in this area. Please check to see that appropriate policy makers at your institution receive the forms containing data in time to respond in a meaningful way to the final page that requests that the data be interpreted and that, where student athlete graduation rates are below the campus-wide average, the institution present its plan for improvement.

13. Assessment Procedures for Student Development -- For all but a few of you, this is the first year in which you will be reporting in this area. Your summary paragraphs should indicate those student services that you have assessed, how, any significant findings, and any changes or improvements that you have made or are making as a result of these assessments. Any studies that focus on student development should also be described, along with findings and resulting changes, if implemented.

14. Assessment of Library Usage and Collection Development Procedures -- The Academic Affairs staff is conducting a one time study of academic libraries in South Carolina and has sent each librarian a Standard Information Form for the 1991 Study of Academic Libraries. This form requests very specific data and should not be confused with the first report to our division, which is due on July 1 and allows for considerable flexibility in data collection and presentation format. However, we understand that only so much can be done by any library staff at one time. Therefore, although you are welcome to ask particular questions and do separate studies for our purposes, we do not object to your using data that is being collected for the one time study as a basis for this initial report on library usage and collection development. Please remember to provide a brief paragraph or two interpreting whatever information you believe is pertinent and indicating how you plan to use it to bring about improvement.

15. Assessment of Administrative and Financial Processes and Performance This is the first time that you will be reporting on this area. We suggest that your summary paragraphs briefly describe those administrative and financial processes or areas that you have assessed, how you have assessed them, your findings, and any actions you may have taken or be taking as a result of those findings.

16. Assessment of Facilities -- This is also the first time you will be reporting on your assessment of facilities as part of your institutional effectiveness report. As is the case above, we suggest that your summary paragraphs briefly describe those areas of facilities that you have assessed, how you have assessed them, your findings, and any actions you may have taken or may be taking as a result of those findings.

17. Assessment of Public Service and 18. Assessment of Research -- The first report in these areas was due last July 1. As anticipated, the initial reports from most of the institutions primarily consisted of lists of activities, although several institutions have made significant progress in developing more sophisticated assessment methodologies. A committee of the South Carolina Higher Education Assessment Network (SCHEA), chaired by Dr. Wanda Ward of USC-Aiken, is exploring creative ways to assess these areas, and may be able to provide some ideas to institutions by the end of the semester. Unless your Plan for Institutional Effectiveness called for you to report on these areas annually, you will have at least a year or so to continue work in this area and will not need to report on Public Service or Research this July.

INSTITUTIONAL EFFECTIVENESS PLANS

As you may remember, each institution submitted a "Plan for Assessing Institutional Effectiveness" in January of 1990. A number of you sent in amendments or amended plans last January and a couple of you did so this January. It would seem appropriate for every institution to review its "Plan for Assessing Institutional Effectiveness" this year as the institutional effectiveness program is fully "phased in," and to submit appropriately amended definitions, methodologies, reporting schedules, etc. as necessary next January.

In order to keep these handy reference documents updated, we need your assistance. A number of you have set your plans up in three ring binders, and have amended them by sending either new binders or new revised pages for your old binders. Either of these systems works great, and we are able to keep an updated copy of your "Plan for Assessing Institutional Effectiveness" at our fingertips. However, some of you have been sending memoranda describing intended changes, which makes it very hard for us to know what to cross out, what to retain, or how to make the change fit the context of earlier submissions and changes. If you have not already done so, we would like to ask you to submit a copy of your "Plan for Assessing Institutional Effectiveness" (with any revisions in place) next January in a three ring binder, and to submit subsequent changes each year by substituting corrected pages. Those of you who have already been using this system can simply send us an updated title page and such pages as we need to substitute in your old plan. This method of maintaining updated plans will be a tremendous help to the two of us; we will be most appreciative.

Our apologies for the length of this memo. However, we felt that a step by step review of changes that have been approved for the various reports as well as a description of our suggestions and expectations would be

helpful. If you have any questions regarding the fourth planning and assessment submissions or the amendments to your "Plans for Assessing Institutional Effectiveness," please do not hesitate to call either of us at 253-6260. We are available for institutional meetings and consultations, and welcome the opportunity to provide assistance. In addition, representatives of the South Carolina Higher Education Assessment Network are very willing to provide technical assistance on assessment planning and methodology. Thanks again for your support and cooperation.

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The following information is being asked of alumni from all of South Carolina's public colleges and universities.
Please consider each item carefully and circle only one number on each line.

1. PLEASE RATE YOUR SATISFACTION WITH THE QUALITY OF:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1.1 Your <u>major</u> program of study	6	5	4	3	2	1
1.2 <u>Instruction</u> in your major	6	5	4	3	2	1
1.3 Your <u>general education</u> program of study (non-major degree requirements)	6	5	4	3	2	1
1.4 <u>Instruction</u> in your general education program	6	5	4	3	2	1
1.5 Your <u>overall</u> academic experience	6	5	4	3	2	1

2. INDICATE HOW FREQUENTLY YOU ARE CURRENTLY INVOLVED IN EACH OF THE FOLLOWING TYPES OF ACTIVITIES (ON OR OFF THE JOB).

	Weekly	Monthly	Annually	Less Often	Never
2.1 Career-related advanced education or training	4	3	2	1	0
2.2 "Lifelong learning"/personal enrichment studies outside your career area(s)	4	3	2	1	0
2.3 Professional or service organization	4	3	2	1	0
2.4 Volunteer, public or community service	4	3	2	1	0
2.5 Social/recreational organization	4	3	2	1	0
2.6 Support or participation in the arts	4	3	2	1	0

3. PLEASE CIRCLE THE BEST TERM IN THE FOLLOWING STATEMENTS:

- 3.1 My college experience influenced my participation in the above activities (strongly, moderately, somewhat, none at all).
3.2 I have voted in (all, most, some, few, none) of the elections since leaving college.

4. Please indicate how long it took you to obtain your first full-time job after graduation. (Circle the appropriate letter.)

- | | |
|--|--------------------------------------|
| a. Obtained the job prior to leaving college | e. 7 to 12 months |
| b. Less than one month | f. Over 12 months |
| c. 1 to 3 months | g. Have not obtained a full-time job |
| d. 4 to 6 months | h. Did not seek a full-time job |

5. Indicate, for each of the time periods below, which of the following best describes your activities. Place a check in the appropriate circle.

	<u>Immediately After Graduation</u>	<u>Currently</u>
a. Continuing my education full-time	☐	☐
b. Employed and continuing my education	☐	☐
c. Employed full-time	☐	☐
d. Employed part-time	☐	☐
e. Self-employed (farm or business owner, etc.)	☐	☐
f. Serving in the Armed Forces	☐	☐
g. Caring for a home/family	☐	☐
h. Unemployed - seeking work	☐	☐
i. Unemployed - not seeking work	☐	☐
j. Other	☐	☐

6. Indicate the relationship between your college major and your work, for both your first job after graduation and your current position. Place a check in the appropriate circle.

	<u>Immediately After Graduation</u>	<u>Currently</u>
a. Highly related	☐	☐
b. Moderately related	☐	☐
c. Slightly related	☐	☐
d. Not related	☐	☐
e. Not employed	☐	☐

7. Indicate the location of your job(s). Place a check in the appropriate circle.

	<u>Immediately After Graduation</u>	<u>Currently</u>
a. South Carolina	☐	☐
b. Southeast, outside South Carolina	☐	☐
c. Outside the southeast	☐	☐
d. Not employed	☐	☐

JAN. 27 1992



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 850

COLUMBIA, S. C. 29201

FRED R. SHEHEEN
Commissioner

TELEPHONE
803/253-6260

January 24, 1992

MEMORANDUM

To: Members, SCHEA Network Subcommittee on S.313 Reporting Definitions

From: Alan S. ¹²Krech and Harry G. Matthews *hm*

Re: Reporting on Licensing and Certification Examinations and Lower Division Courses (Sections) Taught By Faculty and Graduate Assistants

Attached are two items for consideration at our meeting on January 30. The first two pages include a "Summary of Licensing and Certification Examinations" and another copy of the sample reporting format. We have received word back from the Tech system that they find the format to be OK. Note that some of the licensing and certification examinations have asterisks. This indicates that they are not required as prerequisites to practice in the field; there may be a few unmarked ones that are voluntary as well -- We still need to make a final check on some. In any case, I (ASK) recommend that we only report in this format on those examinations for which passage is required in order to be employed in that field (as required by S.313). The results of other examinations (eg. engineering) should be reported in the usual section under each institution, along with some general narrative or interpretation of all of the examination results for that institution. I further recommend that we report on the results of examinations based on examination dates from April 1 of the preceeding year through March 31 of the year the report is turned in (on July 1).

The final page is Harry's suggested format for the report on "Lower Division Courses (Sections) Taught By Faculty and Graduate Assistants. His proposed definition is typed on the page. Institutions could report data in columns 2 through 5, values in columns 6 through 8 can be calculated.

We look forward to seeing you on January 30.

SUMMARY OF LICENSING AND CERTIFICATION EXAMINATIONS

Examination Area or Name	# Institutions Reporting	Examination Dates	Date Results Available
1 Registered Nurse (NCLEX-RN)	18	July, February	Sept., April
2 Practical Nurse (NCLEX-PN)	8	October, April	Nov., May
3 Dental Hygiene			
National	2	March	June
State	2	June	July
4 Dental Assisting	5	June, Aug., Nov., Feb	Aug., Oct., Jan., April
5 Surgical Technology*	1	September, March	Oct., April
6 Medical Record Technology	1	November	January
7 Nuclear Medicine Technology			
Am. Reg. Rad. Tech. - Nuclear	1	October	December
Nuclear Med. Tech. Cert. Bd.	1	September	November
8 Occupational Therapy	1	July	August
9 Occupational Therapy	1	January, July	March, Sept.
10 Physical Therapy	1	March, November	April, December
11 Physical Therapy Asst.	2	February, July, Nov.	April, Sept., Jan.
12 Radiological Technology	8	March, July, October	May, Sept., Dec.
13 Respiratory Therapy			
Degree (Therapist)	4	July, December	Sept., February
Diploma (Technician)	7	March, June, Nov.	May, Aug., January
14 Med Lab Technician			
ASCP Board of Registry	8	February, August	April, October
NCAMLP	8	Jan., July	March, Sept.
15 Medical Technology			
ASCP Board of Registry	1	February, August	April, October
NCAMLP	1	Jan., July	March, Sept.
16 Nurse Midwifery	1	June	Sept. -- Dec.
17 Nurse Anesthetist	1	December	January
18 Extracorporeal Technology	1	March -- May	May -- July
19 Histotechnology	1	August	September
20 Ophthalmology	1	October or early Nov.	
21 Health Information	1	October	December
22 National Medical Board			
Part I	2	June	July
Part II	2	April, September	May, October
23 Dentistry			
National Bd. I	1	July	August
National Bd. II	1	December	February
State Board	1	May	July
24 Pharmacology			
National Bd. (NABPLEX)	2	January, June, Sept.	Feb., July, October
S. C. Law Exam	2	January, June, Sept.	Feb., July, October
25 Veterinary Technology			
Vet. Tech. National*	1	Spring, Fall	Six to 8 Wks
State Bd. Cert. Exam*	1	January, June	March, August
26 Engineering (FEE)*	3	April, October	
27 Law (S.C. Bar Exam)	1	February, July	April, October
28 Dietician Registration*	1		
29 Quality Assurance			
ASQC Cert. Qual. Tech.*	1	March, October	
ASQC Cert. Qual. Aud.*	1	June, December	
ASQC Cert. Qual. Eng.*	1	June, December	
30 Social Work	1	February, June, Oct.	April, August, December
31 National Teachers Examination			
Professional Knowledge	9	June, October, March	Aug., Dec., May
Specialty	9	July, November, March	Sept., Jan., May
32 Barbering	1	Monthly except Dec.	30 days
33 Cosmetology	3	Monthly	
34 Aircraft Maintenance			
General	2	Quarterly on availability of instructor	
Airframe	2	and readiness of students	
Powerplant	2		

SAMPLE

National Council Licensure Examination for Registered Nurses (NCLEX - RN)

Institution	Exam Dates	#Students Eligible	# Tested	% Tested	# Passing	% Passing	National % Passing	State % Passing	Achieve College Goal?	Comments:
Bloom County Technical College	07/88	22	22	100.0%	17	77.3%	84.0%	79.0%	no	Those taking exam on 02/89, 02/90, and 02/91 were repeaters from previous dates.
	02/89	5	4	80.0%	3	75.0%	81.0%	77.0%	yes	
	07/89	33	33	100.0%	32	97.0%	86.0%	89.2%	yes	
	02/90	1	1	100.0%	0	0.0%	80.0%	76.0%	yes	
	07/90	46	46	100.0%	45	97.8%	91.4%	93.5%	yes	
	02/91	1	1	100.0%	1	100.0%	88.0%	82.0%	yes	
Univ of Northeast Slabovia	07/88	102	100	98.0%	87	87.0%	84.0%	79.0%	yes	Group on 02/89 includes 10 repeaters. Group on 02/90 includes 8 repeaters. Group on 02/91 includes 6 repeaters.
	02/89	32	30	93.0%	20	67.0%	81.0%	77.0%	yes	
	07/89	80	80	100.0%	70	87.5%	86.0%	89.2%	yes	
	02/90	28	24	87.5%	20	84.3%	80.0%	76.0%	no	
	07/90	90	88	97.0%	80	91.0%	91.9%	93.0%	no	
	02/91	30	28	93.0%	24	86.0%	88.0%	82.0%	no	

Etc.

Pursuant to S313

LOWER DIVISION COURSES (SECTIONS) TAUGHT BY FACULTY AND GRADUATE ASSISTANTS

Term:		Number Taught by:			Percent Taught by:		
Institution:	Total Lower Div Sections:	Faculty Full Time	Part Time	Graduate Assistants	Faculty Full Time	Part Time	Graduate Assistants
Swampy State U	100	70	10	~~10~~ 20	70.0%	10.0%	~~10.0%~~ 20%
Turtle Tech	50	25	25	0	50.0%	50.0%	0.0%

Definitions: Lower Division courses are those which the institution considers to be below the Junior or third year level. In most cases these are courses with a number below 300, but others may be included if the institution considers them lower division based upon content. Graduate teaching assistants are to be included only if they teach unsupervised and are the instructor of record.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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FRED R. SHEHEEN
Commissioner

March 4, 1992

MEMORANDUM

TELEPHONE
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FAX NUMBER
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To: All Persons Preparing Institutional Effectiveness Reports

From: Alan S. Krech and Harry G. Matthews

Re: Formats for the July 1, 1992 Reports

It has come to our attention that some persons on your campus who will be preparing portions of your institution's institutional effectiveness report for this year may not have received our entire mailing which discussed our request for summaries. We want to take this additional opportunity to help clarify and emphasize our need for summary information and ask you to see that all persons preparing parts of your report receive this memo. We would like to make two specific requests concerning your preparation of this year's report for your institution.

First, as suggested in our earlier memorandum, please begin your overall report with a brief summary. This summary should have from one to three concise paragraphs on each component covered in your report, in the order in which they appear in the Guidelines for Institutional Effectiveness. This will be beneficial to you as well as to us. It will allow us to use your words as much as possible in our statewide summary, and it will minimize errors in data or wording. The summary should contain the essential finding(s) reported for that component and how the findings are interpreted or used to improve programs or services. For examples, refer to the previous issues of our Summary Report on Institutional Effectiveness.

Second, if you have such capability, please send with your paper report, a copy of your summaries section on a 3.5 inch diskette, in an ASCII text format. Again, this will greatly assist us in preparation of the statewide summary, but more importantly it will give you greater input to what will be summarized and accurately reported to the public about your institutional effectiveness results. If you will be reporting on behalf of a technical college, Ted McClure has agreed that such a summary as described above would be useful to him as well.

While this may sound like an additional burden in the already heavy reporting load, several institutions now produce a summary of their report for their own leaders. We believe this approach will prove helpful to you and to us. If there are questions, do not hesitate to call either of us.

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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April 28, 1992

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MEMORANDUM

To: Members, Commission on Higher Education

From: D. Glenburn Askins, Jr., Chairman, Committee on Planning and Assessment *WDA*

Proposed Definitions and Format for S.313 Report

S.313 requires that the Commission publish, beginning in January 1993, an annual report on a number of accountability measures. The report must be in a "readable format" which the "Commission on Higher Education shall develop and adopt" ... "after discussions with the institutions" ... "in consultation with the House Education and Public Works Committee and the Senate Education Committee."

Last year, prior to final passage of S.313, the Commissioner created a committee of institutional representatives from the South Carolina Higher Education Assessment Network and the Commission staff to develop definitions and formats which might be used to respond to the requirements of that legislation. That committee spent several months and did an excellent job of analyzing the legislation. For our convenience, the committee reproduced pertinent sections of the legislation and inserted their recommendations and considerations following each section (copy enclosed). This, in turn, was sent to each of the presidents and chancellors of the public universities, colleges, and technical colleges for comment. Only one of the presidents made any substantive suggestions; one change was made as a result of his letter and several points were clarified.

In mid April, Commission staff submitted the draft definitions and format to the staffs of the Senate Education Committee and the House Education and Public Works Committee, along with a memorandum describing the proposed format and some additional examples of tables that might be used to display the data that were being requested. We have received approval for the proposed definitions and format from the House Education and

MEMORANDUM

April 28, 1992

Page two

Public Works Committee and anticipate such approval from the Senate Education Committee prior to the Commission meeting. It is imperative that we formally notify the institutions what and how to report on the S.313 requirements as soon as possible, since we plan to have their S.313 information come in with the institutional effectiveness reports that are due on June 30. Therefore, we are sending this memorandum to the Committee on Planning and Assessment at the same time as we are including it in the mailout for the May Commission meeting. Unless we receive negative reaction from those committee members, we will recommend that the attached definitions and format be adopted by the Commission on May 7.

Briefly summarized, our plan is to insert a set of tables and matrices that specifically respond to the requirements of S.313 as a clearly distinguishable section in the front of next year's Summary Report on Institutional Effectiveness. We would particularly like to take this approach since some of the elements of S.313 have traditionally been included in our "Institutional Effectiveness" report, and the narrative of that report can still further describe and expand upon the significance of the data. The tables will be designed for clarity and readability, and will be arranged so that the reader can compare the data from the three research universities, the comprehensive teaching universities and colleges, and the two-year institutions. As we are able to obtain comparable data from institutions in other SREB states, we will include that information alongside that of South Carolina's similar institutions.

The education committees of the General Assembly have been informed that some information will not be available for the first report in January, 1993, and that some will be incomplete. For example, they understand that some of the requested data require longitudinal studies of cohorts which are just being established; also, the first surveys that include common questions will not be ready until the 1992-93 academic year and the responses can not be analyzed and published in time for the January, 1993 report.

Assuming that approval of the Senate Education Committee is forthcoming and that the Commission's Standing Committee on Planning and Assessment has no serious reservations, I will ask the Commission to adopt the attached definitions and format at our meeting on May 7.

ASK/lrs
Enclosures

Senate Bill-313 Accountability Legislation

"The Commission on Higher Education shall submit an annual report to the Governor and to the General Assembly. The annual report must be published prior to January fifteenth of each year beginning in 1993 and presented in a readable format so as to easily compare with peer institutions in South Carolina and other Southern Regional Education Board states the state's public, postsecondary institutions."

Each four-year, postsecondary institution shall submit to the commission the following:

- (1) the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;

In determining which programs to report, each institution should include only those accredited by agencies recognized by the Council on Postsecondary Accreditation.

- (2) the number and percentage of *undergraduate and graduate students who completed their degree program;

To meet both S-313 and the Student Right-to-Know and Campus Security Act, each institution should compile annually, beginning with the Fall, 1991 semester, both an undergraduate and graduate cohort of full time and part time degree candidates. The graduation rate for full time undergraduate students shall be calculated based on a period equal to one and one-half the number of semesters for which completion of the curriculum is designed, or as otherwise defined by the student Right-to-Know and Campus security Act. Any undergraduate and graduate non-degree seeking individual will not be included until which time he or she declares a degree seeking field. When a undergraduate and graduate non-degree seeking student declares his field, the institution should include the student in the next appropriate cohort.

*Full-time undergraduates will be defined as in the Student-Right-to-Know and Campus Security Act.

- (3) the percent of lower division instructional courses taught by full time faculty, part time faculty, and graduate assistants;

Until the CHE's MIS System is fully implemented and institutions have defined all courses by academic level for the system, lower division courses will include all sections of courses which the institution considers to be below the junior or third year level, in most cases courses carrying a number below 300. Developmental courses should be included. Graduate teaching assistants are to be included if they are instructor of record. A sample format can be found on Attachment A.

- (4) the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;

All remedial or developmental courses are currently defined and compiled by the Commission on Higher Education. The entry level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

- (5) the percent of graduate and upper division undergraduate students participating in sponsored research programs;

Research dollars generated by external funding help to support numerous students and faculty mentors at some institutions. This component requires each institution which receives such funding to determine the number and percentage of graduate and upper division undergraduates who receive funding through grant moneys and thus participate in sponsored research programs. The nature of student involvement in the project is not addressed, i.e., what role the student played; nor is there an attempt to determine the extent to which students participate in non-externally funded research projects.

- (6) placement data on graduates;

The most feasible way to collect placement data on graduates is through self-reporting from alumni. However, as some graduates do not have full-time employment immediately upon graduation, an appropriate amount of time should elapse between graduation and the placement data collection to obtain a more valid sample. Since this is the only self-reported information (other than the alumni survey) mandated by the bill, it is recommended that the questions in Attachment B be used to collect the data, and those questions be incorporated into the alumni survey. By collecting this information with the alumni survey, the institutions will be reporting on placement of their graduates of three years prior and these reports would be made biannually along with the alumni survey. In order for this information to be obtained at an earlier point, the institutions would have to survey their graduates prior to the mandated time frame of the alumni survey. This would result in a great expense (in both financial and human resources) for the institutions and could potentially reduce the response rates and data quality of the alumni survey.

- (7) the percent change in the enrollment rate of students from minority groups and the change in total number of minority students enrolled over the past five years.

This component will be compiled and reported by the Commission on Higher Education from existing reports..

- (8) the percent of graduate students who received undergraduate degrees at the institution within the State, within the United States, and from other nations;

Each institution will report the percentage of graduate students who received undergraduate degrees from institutions within South Carolina, United States (excluding South Carolina), and other foreign countries.

- (9) the number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who transferred to two-year, postsecondary institution;

This component will be compiled and reported by the Commission on Higher Education from existing reports.

- (10) student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam; and

This report will annually provide results of those licensing and certification examinations that are required to practice in the profession for which the academic program prepares the student. Since it often takes several months to obtain the results of such examinations, following which they must be submitted to the Commission, collated, and published, the annual reporting period for the administration of the examination will end on March 31 of the year preceding the January report to the legislation. The report will include the results of required examinations listed on Attachment C in the sample format found on Attachment D (Scores on non-required examinations may be voluntarily reported). This will include data for each examination date for a three year period, including the number of students eligible for examination, the number of students taking the examination, the number and percent passing the examination, national and state pass rates (when available), whether the institution has met its goal for each test administration, and explanatory comments. Although not required by S-313, the report will include the results of such examinations taken by students graduating from two-year as well as four-year public institutions.

- (11) appropriate information relating to each institution's role and mission.

The Commission on Higher Education will compile and report any changes of role and mission for each institution from institutional planning reports which are submitted annually to the Commission on Higher Education.

Each two-year, post-secondary institution shall submit to the commission the following information for inclusion in the report:

- (1) the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;

In determining which programs to report, each institution should include only those approved by the Council on Postsecondary Accreditation.

- (2) the number and percentage of undergraduate and graduate students who completed their degree program;

To meet both S-313 and the Student Right-to-Know and Campus Security Act, each institution should compile an undergraduate cohort starting with Fall 1991 Term. The first time entering undergraduate student cohort should further be divided into full time and part time. Any non-degree seeking individual will not be included until which time he or she declares a degree seeking field. When a non-degree seeking student declares his field, the institution should include the student in the next appropriate cohort.

- (3) the percent of courses taught by full time faculty members, part time faculty, and graduate assistants;

Two-year colleges should report academic term and annual information regarding the percent of courses taught by full time and part time faculty, beginning with the Fall 1991 term. Should other full time college persons teach courses, they should be considered as part time teaching staff.

- (4) placement rate on graduates;

The presently required annual program evaluation report completed by two-year institutions will provide annual placement rates by program.

- (5) the percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;

This component will be compiled and reported by the Commission on Higher Education from existing reports.

- (6) the number of students who have transferred into a four-year, postsecondary institution and the number of students who have transferred from four-year, postsecondary institutions; and

This component will be compiled and reported by the Commission on Higher Education from existing reports.

- (7) appropriate information relating to the institution's role and mission.

The Commission on Higher Education will compile and report any changes of role and mission for each institution from institutional planning reports that are submitted annually to Commission on Higher Education.

The Commission on Higher Education also shall develop with the cooperation of the public, postsecondary institutions, a uniform set of questions to be included in surveys to be used by each public, postsecondary institution in determining alumni satisfaction. The survey instruments must address the issues of overall satisfaction, satisfaction with the major instruction, impact of general education, and current societal participation of alumni.

The Attachment E provides the uniformed questions that all institution will use to evaluate overall satisfaction, satisfaction with instruction in the major, impact of general education, and current societal participation. These questions plus those found in Attachment B can be printed on one side for inserting with each institutions biennial survey required by S-313.

The Commission on Higher Education shall make no funding recommendation, capital outlay recommendation, distribution or certification on behalf of any public postsecondary institution that has not submitted the information required pursuant to this section.

After discussion with the institutions, the Commission on Higher Education in consultation with the House Education and Public Works Committee and the Senate Education Committee shall develop the format for the higher education report.

The information required by S-313 will be submitted to the Commission on Higher Education from the institutions as part of the current Institutional Effectiveness Annual Report on July 1 of each year.

ATTACHMENT A
Pursuant to S313

LOWER DIVISION COURSES (SECTIONS) TAUGHT BY FACULTY AND GRADUATE ASSISTANTS

Term:	Total Lower Div Sections:	Number Taught by:			Percent Taught by:		
		Faculty	Graduate		Faculty	Graduate	
Institution:		<u>Full Time</u>	<u>Part Time</u>	<u>Assistants</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Assistants</u>
Swampy State U	100	70	10	20	70.0%	10.0%	20.0%
Turtle Tech	50	25	25	0	50.0%	50.0%	0.0%

1. Please indicate how long it took you to obtain your first full-time job after graduation. (Circle the appropriate letter.)

- a. Obtained the job prior to leaving college
- b. Less than one month
- c. 1 to 3 months
- d. 4 to 6 months
- e. 7 to 12 months
- f. Over 12 months
- g. Have not obtained a full-time job
- h. Did not seek a full-time job

2. Indicate, for each of the time periods below, which of the following best describes your activities. Place a check () in the appropriate circle.

	Immediately After Graduation	Currently
a. Continuing my education full-time	☐	☐
b. Employed and continuing my education	☐	☐
c. Employed full-time	☐	☐
d. Employed part-time	☐	☐
e. Self-employed (farm or business owner, etc.)	☐	☐
f. Serving in the Armed Forces	☐	☐
g. Caring for a home/family	☐	☐
h. Unemployed - seeking work	☐	☐
i. Unemployed - not seeking work	☐	☐
j. Other	☐	☐

3. Indicate the relationship between your college major and your work, for both your first job after graduation and your current position. Place a check () in the appropriate circle.

	Immediately After Graduation	Currently
a. Highly related	☐	☐
b. Moderately related	☐	☐
c. Slightly related	☐	☐
d. Not related	☐	☐
e. Not employed	☐	☐

4. Indicate the location of your job(s). Place a check () in the appropriate circle.

	Immediately After Graduation	Currently
a. South Carolina	☐	☐
b. Southeast, outside South Carolina	☐	☐
c. Outside the Southeast	☐	☐
d. Not employed	☐	☐

ATTACHMENT C
SUMMARY OF LICENSING AND CERTIFICATION EXAMINATIONS

<u>Examination Area or Name</u>	<u># Institutions Reporting</u>	<u>Examination Dates</u>	<u>Date Results Available</u>
1 Registered Nurse (NCLEX-RN)	18	July, February	Sept., April
2 Practical Nurse (NCLEX-PN)	8	October, April	Nov., May
3 Dental Hygiene			
National	2	March	June
State	2	June	July
4 Dental Assisting*	5	June, Aug., Nov., Feb.	Aug., Oct., Jan., April
5 Surgical Technology*	1	September, March	Oct., April
6 Medical Record Technology	1	November	January
7 Nuclear Medicine Technology			
Am. Reg. Rad. Tech. - Nuclear	1	October	December
Nuclear Med. Tech. Cert. Bd.	1	September	November
8 Occupational Therapy	1	July	August
9 Occupational Therapy Assistant	1	January, July	March, Sept.
10 Physical Therapy	1	March, November	April, December
11 Physical Therapy Asst.	2	February, July, Nov.	April, Sept., Jan.
12 Radiological Technology	8	March, July, October	May, Sept., Dec.
13 Respiratory Therapy			
Degree (Therapist)	4	July, December	Sept., February
Diploma (Technician)	7	March, June, Nov.	May Aug., January
14 Med Lab Technician			
ASCP Board of Registry	8	February, August	April, October
NCAMLP	8	Jan., July	March, Sept.
15 Medical Technology			
ASCP Board of Registry	1	February, August	April, October
NCAMLP	1	Jan., July	March, Sept.
16 Nurse Midwifery	1	June	Sept.-Dec.
17 Nurse Anesthetist	1	December	January
18 Extracorporeal Technology	1	March-May	May-July
19 Histotechnology	1	August	September
20 Ophthalmology	1	October or early Nov.	
21 Health Information	1	October	December
22 National Medical Board			
Part I	2	June	July
Part II	2	April, September	May, October
23 Dentistry			
National Bd. I	1	July	August
National Bd. II	1	December	February
State Board	1	May	July
24 Pharmacology			
National Bd. (NABPLEX)	2	January, June, Sept.	Feb., July, October
S.C. Law Exam	2	January, June, Sept.	Feb., July, October
25 Veterinary Technology			
Vet. Tech. National*	1	Spring, Fall	Six to 8 wks
State Bd. Cert. Exam*	1	January, June	March, August
26 Engineering (FEE)*	3	April,	October
27 Law (S.C. Bar Exam)	1	February, July	April, October
28 Dietician Registration*	1		
29 Quality Assurance			
ASQC Cert. Qual. Tech.*	1	March, October	
ASQC Cert. Qual. Aud.*	1	June, December	
ASQC Cert. Qual. Eng.*	1	June, December	
30 Social Work*	1	February, June, Oct.	April, Aug., Dec.
31 National Teachers Examination			
Professional Knowledge	9	June, October, March	Aug., Dec., May
Specialty	9	July, November, March	Sept., Jan., May
32 Barbering	1	Monthly except Dec.	30 days
33 Cosmetology	3	Monthly	
34 Aircraft Maintenance			
General	2	Quarterly on availability of instruction and readiness of students	
Airframe	2		
Powerplant			

* Note: Passage of licensing or certification examinations is not required to practice in the profession.

ATTACHMENT D

SAMPLE

National Council Licensure Examination for registered Nurses (NCLEX-RN)

Institution	Exam Dates	# Students Eligible	# Tested	% Tested	# Passing	% Passing	National % Passing	State % Passing	Achieve College Goal	Comments
Bloom County Technical College	07/88	22	22	100.0%	17	77.3%	84.0%	79.0%	no	Those taking exam on 02/89, 02/90, and 02/91 were repeaters from previous dates
	02/89	5	4	80.0%	37	5.0%	81.0%	77.0%	yes	
	07/89	33	33	100.0%	32	97.0%	86.0%	89.2%	yes	
	02/90	1	1	100.0%	0	0.0%	80.0%	76.05%	yes	
	07/90	46	46	100.0%	45	97.8%	91.4%	93.5%	yes	
	02/91	1	1	100.0%	1	100.0%	88.0%	82.0%	yes	
Univ of Northeast Slabovia	07/88	102	100	98.0%	87	87.0%	84.0%	79.0%	yes	Group on 02/89 includes 10 repeaters Group on 02/90 includes 8 repeaters Group on 02/91 includes 6 repeaters
	02/89	32	30	93.0%	20	67.0%	81.0%	77.0%	yes	
	07/89	80	80	100.0%	70	87.5%	86.0%	89.2%	yes	
	02/90	28	24	87.5%	20	84.3%	80.0%	76.0%	no	
	07/90	90	88	97.0%	80	91.0%	91.9%	93.0%	no	
	02/91	30	28	93.0%	24	86.0%	88.0%	82.0%	no	

Etc.

The following information is being asked of alumni from all of South Carolina's public colleges and universities. Please consider each item carefully, and circle only one number on each line.

1. Please rate your satisfaction with the quality of:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1.1 Your <u>major</u> program of study	6	5	4	3	2	1
1.2 <u>Instruction</u> in your major.	6	5	4	3	2	1
1.3 Your <u>general education</u> program of study (non-major degree requirements).	6	5	4	3	2	1
1.4 <u>Instruction</u> in your general education program.	6	5	4	3	2	1
1.5 Your <u>overall</u> academic experience.	6	5	4	3	2	1

2. Indicate how frequently you are currently involved in each of the following types of activities (on or off the job)?
At least:

	Weekly	Monthly	Annually	Less Often	Never
2.1 Career-related advanced education or training	4	3	2	1	0
2.2 "Lifelong learning"/personal enrichment studies outside your career area(s)	4	3	2	1	0
2.3 Professional or service organization	4	3	2	1	0
2.4 Volunteer, public or community service	4	3	2	1	0
2.5 Social/recreational organization	4	3	2	1	0
2.6 Support or participation in the arts	4	3	2	1	0

3. Please circle the best term in the following statements:

- 3.1 My college experience influenced my participation in the above activities (strongly, moderately, somewhat, none at all).
3.2 I have voted in (all, most, some, few, none) of the elections since leaving college.

SAMPLE

PROGRAMS ELIGIBLE FOR ACCREDITATION: NUMBER AND PERCENT ACCREDITED 1991-92

Institutional Type	No. Programs Eligible for COPA Accreditation	No. Programs Accredited	% of Programs Accredited
Research Universities			
Clemson University	300	275	92%
USC - Columbia	375	319	85%
Medical Univ SC	124	119	96%
Senior Colleges & Comprehensive Teaching Universities			
Winthrop University	52	51	98%
USC - Aiken	49	48	98%
USC Spartanburg	30	28	93%
Etc.			
Technical Colleges			
Tricounty Technical College	11	7	64%
Denmark Technical College	9	8	89%
Etc.			

Note: In determining which programs to report, each institutions should include only those accredited by groups recognized by the Council on Postsecondary Accreditation (COPA).

Above data are fictitious.

RESULTS OF INSTITUTIONAL ALUMNI SURVEYS

1993

1.1 Satisfaction with the quality of student's MAJOR PROGRAM OF STUDY:

	Number of Responses	Percent Distribution of Responses				
		Very Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	
Research Universities						
Clemson	1549	25.0%	50.0%	12.5%	6.3%	6.2%
Med U SC						
USC-Columbia						
Senior Colleges & Comprehensive Teaching Universities						
Citadel						
C of Charleston						
Francis Marion Col						
Lander College						
SC State						
USC-Aiken						
USC-Coastal						
USC-Spartanburg						
Winthrop						
Two-Year Campuses						
USC-Beaufort						
USC-Lancaster						
USC-Salkehatchie						
USC-Sumter						
USC-Union						
Technical Colleges						
Aiken						
Chesterfield-Marlboro						
Denmark						
Florence-Darlington						
Greenville						
Horry-Georgetown						
Midlands						
Orangeburg-Calhoun						
Piedmont						
Spartanburg						
Sumter Area						
T C Lowcountry						
Tri-County						
Trident						
Williamsburg						
York						

There would be a one-page report similar to this for each item on the Alumni Survey required by Senate Bill 313.

SAMPLE

Pursuant to S313

LOWER DIVISION COURSES (SECTIONS) TAUGHT BY FACULTY AND GRADUATE ASSISTANTS

Term: Fall 1991

Institutional Type/Name	Total Lower Div Sections:	Number Taught by:			Percent Taught by:		Graduate Assistants
		Faculty Full Time	Part Time	Graduate Assistants	Faculty Full Time	Part Time	
Research Universities							
Clemson University	100	70	10	20	70.0%	10.0%	20.0%
USC - Columbia	50	25	25	0	50.0%	50.0%	0.0%
Medical Univ SC							
Senior Colleges & Comprehensive							
Teaching Universities							
Winthrop University							
USC - Aiken							
USC - Spartanburg							
Etc.							
Technical Colleges							
Tricounty Technical College							
Denmark Technical College							
Etc.							

Note: Above data are fictitious.

SAMPLE

National Council Licensure Examination for Registered Nurses (NCLEX - RN)

National Council Licensure Examination for Registered Nurses (NCLEX-RN)										Achieve College Goal?	Comments:
Institutional Type/Name	Exam Dates	# Students Eligible	# Tested	% Tested	# Passing	% Passing	National % Passing	State % Passing			
Research Universities Clemson	07/88	22	22	100.0%	17	77.3%	84.0%	79.0%	no	Those taking exam on 02/89, 02/90, and 02/91 were repeaters from previous dates.	
	02/89	5	4	80.0%	3	75.0%	81.0%	77.0%	no		
	07/89	33	33	100.0%	32	97.0%	86.0%	89.2%	yes		
	02/90	1	1	100.0%	0	0.0%	80.0%	76.0%	no		
	07/90	46	46	100.0%	45	97.8%	91.4%	93.5%	yes		
	02/91	1	1	100.0%	1	100.0%	88.0%	82.0%			
Medical U SC	07/88	102	100	98.0%	87	87.0%	84.0%	79.0%	yes	Group on 02/89 includes 10 repeaters. Group on 02/90 includes 8 repeaters. Group on 02/91 includes 6 repeaters.	
	02/89	32	30	93.0%	20	67.0%	81.0%	77.0%	yes		
	07/89	80	80	100.0%	70	87.5%	86.0%	89.2%	yes		
	02/90	28	24	87.5%	20	84.3%	80.0%	76.0%	no		
	07/90	90	88	97.0%	80	91.0%	91.9%	93.0%	no		
	02/91	30	28	93.0%	24	86.0%	88.0%	82.0%			

Senior College and Comprehensive Teaching Universities											
Winthrop University											
Etc.											

Technical Colleges											
Sumter Area Tech College											
Etc.											

SACS REQUIREMENTS

INSTITUTIONAL EFFECTIVENESS

The quality of education provided by member institutions is the primary consideration in the decision to confer or reaffirm accreditation. The evaluation of educational quality is a difficult task requiring careful analysis and professional judgment. Traditionally, accreditation has focused attention almost exclusively upon institutional resources and processes. It has usually been assumed that, if an institution has certain resources and uses certain processes, effective education will occur. A comprehensive approach to accreditation, however, takes into account not only the resources and processes of education (such as faculty and student qualifications, physical plant, fiscal resources and other elements addressed in the Criteria) but also the evaluation of the results of education and plans for the improvement of the institution's programs.

The level of institutional quality depends not only on an institution's educational processes and resources but also on the institution's successful use of those processes and resources to achieve established goals. Institutions have an obligation to all constituents to evaluate effectiveness and to use the results in a broad-based, continuous planning and evaluation process.

3.1 PLANNING AND EVALUATION

To focus attention on the effectiveness of the educational program, the institution must establish adequate procedures for planning and evaluation. The institution must define its expected educational results and describe how the achievement of these results will be ascertained. Although no specific format for this planning and evaluation process is prescribed, an effective process should include:

1. broad based involvement of faculty and administration,
2. the establishment of a clearly defined purpose appropriate to collegiate education,
3. the formulation of educational goals consistent with the institution's purpose,
4. the development of procedures for evaluating the extent to which these educational goals are being achieved, and
5. the use of the results of these evaluations to improve institutional effectiveness.

In addition to establishing procedures for evaluating the extent to which their educational goals are being achieved, institutions should ascertain periodically the change in the academic achievement of their students. Procedures used to evaluate instructional programs may include: peer evaluation of educational programs; structured interviews with students and graduates; changes in students' values as measured by standard instruments or self-reported behavior patterns; pre- and post-testing of students; surveys of recent graduates; surveys of employers of graduates; student scores on standardized examinations or locally constructed examinations; performance of graduates in graduate

school; performance of graduates of professional programs on licensure examinations; or, the placement of graduates of occupational programs in positions related to their fields of preparation.

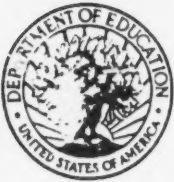
Institutions with research or public service missions must develop and implement appropriate procedures for evaluating their effectiveness in these areas.

The appropriateness of any evaluation procedure depends upon the nature of the institution and the institution's goals for instruction, research and public service. The Commission on Colleges prescribes no set of procedures for use by an institution and recognizes that an effective program to evaluate institutional effectiveness will usually require the use of a variety of procedures.

3.2 INSTITUTIONAL RESEARCH

Because institutional research can provide significant information on all phases of a college or university program, it is an essential element in planning and evaluating the institution's success in carrying out its purpose. The nature of the institutional research function depends on the size and complexity of the institution and may vary from a part-time operation to an office staffed by several persons. All institutions, however, must engage in continuous study, analysis and appraisal of their purposes, policies, procedures and programs. Institutions should assign administrative responsibility for carrying out institutional research. Institutional research should be allocated adequate resources, and those responsible for it should be given access to all relevant information. Institutions regularly must evaluate their institutional research function.

FEDERAL LEGISLATION



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

AUGUST 1991

GEN-91-27

Summary: This letter provides information concerning Pub. L. 101-542, the Student Right-to-Know and Campus Security Act, as amended by Pub. L. 102-26, the Higher Education Technical Amendments of 1991. This letter is being mailed to the Chief Executive Officer/President, Registrar, and Financial Aid Administrator at each institution.

FEDERAL STUDENT FINANCIAL AID HANDBOOK REFERENCE: Please refer to Chapter 3 of the 1991-92 Handbook for further reference.

Dear Colleague:

In March, 1991 you received our "Dear Colleague Letter" (DCL) GEN-91-14 concerning Pub. L. 101-542, the Student Right-to-Know and Campus Security Act. This letter provides additional guidance for compliance with this Act's provisions and updates concerning legislative changes made since DCL GEN-91-14.

A notice of proposed rulemaking is expected to be published in the Fall, 1991 with final regulations published in the Spring, 1992. The Student Right-to-Know and Campus Security Act as amended by the Higher Education Technical Amendments of 1991 (Pub. L. 102-26) (the Act) requires institutions to commence collecting certain information in July and August, 1991. This letter is being provided to assist institutions in the implementation of the Act until the publication of the final regulations. The Secretary strongly recommends that institutions use the guidelines presented in this letter. Moreover, the Secretary assures institutions that if they follow these recommended policies until publication of final regulations, they will be in compliance with the Act.

Overview of Legislative Changes

Since the publication of DCL GEN-91-14, the President signed into law Pub. L. 102-26, the Higher Education Technical Amendments of 1991. We provide the following guidance concerning the Student Right-to-Know and Campus Security Act:

- o The disclosure of a completion or graduation rate under Section 103 of the Act must now be made for certificate or degree-seeking, full-time undergraduate (previously graduate and undergraduate) students entering the institution. Pub. L. 102-26 also clarifies that beginning July 1, 1993, this disclosure is to be made annually for the one-year period ending on June 30 of the preceding year.

- o The Department has interpreted certain changes made by Pub. L. 102-26 to Section 103 of the Act to also apply to Section 104 of the Act. The annual disclosures to a potential student athlete, his or her parents, guidance counselor and coach (et al), are also the rates of undergraduates only (previously graduates and undergraduates); are reported as of June 30 of the preceding year; and are reported annually to the Secretary under Section 104 of the Act, with the first report to the Secretary and disclosures to potential student athletes et al due on July 1, 1993.
- o If granted a waiver by the Secretary, an institution that is a member of an athletic association or athletic conference that has voluntarily published completion or graduation rate data or has agreed to publish data that, in the opinion of the Secretary, is substantially comparable to the information required to be disclosed under Section 103 of the Act, may use such data to satisfy the disclosure requirements of Section 103 of the Act.
- o The date was changed from September 1 to August 1, for an institution to begin to collect information with respect to campus crime and security policies under Title II of the Act. Disclosures of crime statistics and campus security policies are still to be made beginning September 1, 1992 and each year thereafter on September 1. Information is to be collected for the period from August 1 through July 31, with the first year being August 1, 1991 through July 31, 1992.
- o The description of "years" for which the crime statistics under Section 485(f)(1)(F) of the Higher Education Act of 1965, as amended are to be provided was changed from "school" year to "calendar" year. Thus, instead of "the most recent school year, and during the two preceding school years for which data are available," the law now states "the most recent calendar year, and during the two preceding calendar years for which data are available." Further information about these years is provided later in this letter.

Title I of the Act: Section 103 Requirements

Section 103 of Title I of the Act requires institutions to produce and make readily available to current students, and to each prospective student enrolling or entering into any financial obligation, the completion or graduation rate of certificate or degree-seeking, full-time undergraduate students entering that institution. The institution must make this information available beginning July 1, 1993 and annually thereafter on July 1. The period of time covered by each report is the one-year period ending on June 30 of the preceding year. Thus, for the first report, which is due July 1, 1993, the institution will report the completion or graduation rate for the period July 1, 1991 through June 30, 1992. As discussed later in this letter, the time when an institution is capable of disclosing the completion or graduation rate specified by the Act depends upon the length of the institution's program(s).

In order to calculate this rate, an institution must establish a "cohort" of students to follow. For the first disclosures on July 1, 1993, institutions should establish a cohort of certificate or degree-seeking, full-time undergraduate students entering that institution. For institutions that operate on a continuous enrollment basis, this cohort should include all full-time undergraduate students who enter the institution from July through September, 1991. For all other institutions, this cohort should be established using the Fall, 1991 enrollment, and any students enrolled between July 1, 1991 and the Fall, 1991 enrollment who continued into Fall enrollment.

The following students may be dropped from the cohort for calculating a completion or graduation rate:

- 1) students who leave school to serve in the Armed Services;
- 2) students who leave school to serve on official church missions; or
- 3) students who leave school to serve with a recognized foreign aid service of the Federal Government.

The Secretary recommends use of the following definitions (from existing regulations) to establish the cohort:

- o A certificate or degree-seeking student is a regular student as defined in Section 668.2 of the Student Assistance General Provisions Regulations (34 CFR Part 668), who is a person enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.
- o A full-time student is defined in Section 690.2 of the regulations governing the Pell Grant Program (34 CFR Part 690) and Sections 674.2, 675.2 and 676.2 of the regulations governing the campus-based programs (34 CFR Parts 674, 675, and 676), as an enrolled student who is carrying a full-time academic work load (other than by correspondence)--as determined by the institution--under a standard applicable to all students enrolled in a particular program. However, an institution's full-time standard must equal or exceed one of the following minimum requirements:
 - (1) 12 semester hours or 12 quarter hours per academic term in an institution using a semester, trimester, or quarter system;
 - (2) 24 semester hours or 36 quarter hours per academic year for an institution using credit hours but not using a semester, trimester, or quarter system, or the prorated equivalent for a program of less than one academic year;
 - (3) 24 clock hours per week for an institution using clock hours;

(4) In an institution using both credit and clock hours, any combination of credit and clock hours where the sum of the following fractions is equal to or greater than one:

Number of credit hours per term

12

+

Number of clock hours per week

24

(5) A series of courses or seminars which equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks; or

(6) The work portion of a cooperative education program in which the amount of work performed is equivalent to the academic work-load of a full-time student.

- o An undergraduate student is defined in Section 690.2 of the Pell Grant regulations (34 CFR Part 690) and Sections 674.2, 675.2 and 676.2 of the regulations governing the campus-based programs (34 CFR Parts 674, 675, and 676), as a student enrolled in an undergraduate course of study at an institution of higher education who--

(1) Has not earned a baccalaureate or first professional degree; and

(2) Is in an undergraduate course of study which usually does not exceed 4 academic years, or is enrolled in a 4 to 5 academic year program designed to lead to a first degree. A student enrolled in a program of any other length is considered an undergraduate student for only the first 4 academic years of that program.

- o The term "entering the institution" means a student who is enrolled or accepted for enrollment for the first-time at any institution of higher education. The student may not enter with earned credits, except those earned while enrolled in high school through advanced placement in postsecondary education, or earned in that institution in the summer preceding the Fall enrollment.
- o The term "entering into any financial obligation" means the student's entering into any financial obligation at the institution related to the student's program of study, e.g., the obligation to pay tuition and fees, the execution of an enrollment contract, or the execution of a Title IV or institutional loan.
- o One hundred and fifty percent of normal time for completion or graduation is defined as follows:

For an institution whose programs are four years in length, 150% of normal time for completion or graduation is six years (72 months). For an institution whose programs are two years in length, 150% of normal time for completion or graduation is three years (36 months). For an institution whose programs are nine months in length, 150% of normal time for completion or graduation is 14 months (for 12-month programs, 18 months, etc.).

- o An educational program is defined in Section 600.2 of the regulations governing institutional eligibility (34 CFR Part 600), and is a legally authorized postsecondary program of organized instruction or study which leads to an academic or professional degree, vocational certificate, or other recognized educational credential. However, the Secretary does not consider that an institution provides an educational program if the institution does not provide instruction itself (including a course of independent study) but merely gives credit for one or more of the following: instruction provided by other institutions or schools, examinations provided by agencies or organizations, or other accomplishments such as "life experience."

The statute also directs that in calculating this rate, a student is counted as having completed or graduated (1) if the student completed or graduated within 150 percent of the normal time for completion of or graduation from the program, or (2) if within 150 percent of the normal time for completion or graduation, the student enrolled in any program at an eligible institution for which the prior program provided substantial preparation. A student who has completed or graduated is a student who (a) received a degree, certificate or other recognized educational credential from the institution, or (b) a student who transfers from that institution to a higher level program at another eligible institution for which the prior program provided substantial preparation.

With respect to changing programs (not transferring to a higher level program), if a full-time undergraduate student entered the institution under program A, but later transferred into program B at the same institution, for cohort purposes the student should be followed from entry into the cohort under program A to the receipt of a degree, certificate or other recognized educational credential under program B. The student would be considered to have completed or graduated since he or she received a degree or certificate, even though the educational credential was granted from a program different from that in which he or she originally enrolled; in other words, once in a cohort, the change of programs does not alter the student's presence in the cohort. Similarly, if the student receives a degree, certificate or other recognized educational credential from an institution and later receives another degree, certificate or other recognized educational credential from the same institution, for cohort purposes the student is counted as receiving a degree, certificate or educational credential the first time only. For example, if a student receives an associate degree and two years later receives a baccalaureate degree at the same institution, for cohort purposes the student would only be included in the completion or graduation rate for receipt of the associate degree.

Persistence Rate and Timetable for Completion or Graduation Rate

As previously indicated, the Act requires an institution to provide a completion or graduation rate on July 1 of each year (for the first year, July 1, 1993). Because the statute requires calculations for that rate to cover the one-year period ending June 30, 1992, an institution must begin to collect data on July 1, 1991. On July 1, 1993, all institutions must provide the completion or graduation rate as specified by the Act. The Department recognizes that the publication of a completion or graduation rate on July 1, 1993 (for the period July 1, 1991 through June 30, 1992) will not be possible for institutions for whom 150% of normal time for completion or graduation has not lapsed. In lieu of publishing a completion or graduation rate, these institutions will be permitted to publish a persistence rate to permit a gradual implementation of the Act. The persistence rate is the percentage of the students in the cohort who re-enrolled each successive year until completion or graduation. In order to be counted in the persistence rate, a member of the cohort must re-enroll for the period for which the following cohort will be established. The period for which a cohort is established depends upon whether or not an institution operates on a continuous enrollment basis. Page 3 of this letter discusses the appropriate time period. For each year thereafter, the institution should follow the 1991 cohort and be able to provide a persistence rate until such time that the institution is able to provide the rate as specified by the Act. The 1992 and successive cohorts would be tracked in a similar manner. The Secretary strongly recommends that institutions provide this persistence rate in order to comply with the Act.

An institution is considered by the Department as capable of providing the completion or graduation rate specified by the Act based upon the length of an institution's program(s). The Department considers institutions capable of providing the rate as specified by the Act as follows:

1. An institution whose programs are six months in length must provide the completion or graduation rate on July 1, 1993 for the cohort established for the period July 1, 1991 through June 30, 1992.
2. An institution whose programs are nine months or one year in length must provide the completion or graduation rate on July 1, 1994 for the cohort established for the period July 1, 1991 through June 30, 1992.
3. An institution whose programs are two years in length must provide the completion or graduation rate on July 1, 1995 for the cohort established for the period July 1, 1991 through June 30, 1992.
4. An institution whose programs are four years in length must provide the completion or graduation rate on July 1, 1998 for the cohort established for the period July 1, 1991 through June 30, 1992.
5. An institution whose programs are five years in length must provide the completion or graduation rate on July 1, 2000 for the cohort established for the period July 1, 1991 through June 30, 1992.

1990-91 CHE REPORTS

**SUMMARY REPORT ON INSTITUTIONAL
EFFECTIVENESS**

**SOUTH CAROLINA COMMISSION ON
HIGHER EDUCATION**

MARCH 1992

TECHNICAL COLLEGES

This year the State Board for Technical and Comprehensive Education (STBCE) required reports from the technical colleges on three components of institutional effectiveness: licensing and certification examinations, alumni follow-up studies, and student retention and attrition. SBTCE prepared a summary of each of these three components upon which the following pages are based. Several colleges also reported on additional components.

List of Licensing and Certification Examinations

Assessment of the performance of professional program graduates on licensing and certification examinations is presented in tabular form for the technical colleges in the following pages. In order to keep the tables for each school brief, details about each exam are listed below, including the short title or abbreviation to be used in the tables, the full title of the exam and/or the professional organization which sponsors the test, and, where appropriate, national or state pass rates for the exam.

<u>Short Title or Abbreviation Used:</u>	<u>Full Title of the Exam:</u>
Aircraft Maint.	Federal Aviation Administration Exam G = General, A = Airframe, P = Powerplant
Barbering	South Carolina State Board of Barbers Examiners
Cosmetology	South Carolina State Board of Cosmetology
Dental Assisting	National Board for Dental Assisting
Dental Hygiene	National Board of Dental Hygiene South Carolina State Board for Dental Hygiene
Med Lab Technician	American Society of Clinical Pathologists- MLT Exam
Med Record Tech	Accreditation Examination for Medical Record Technicians
Nuclear Medicine	Nuclear Medicine Technology Certification Board
Occupat'l Therapy	American Occupational Therapy Certification Board
Physical Therapy	Assessment Systems Incorporated

List of Examinations Continued

Practical Nurse	National Council Licensure Examination for Practical Nurses (NCLEX-PN)
Qual. Assur. Tech Examination	Certified Quality Technicians Certified Quality Engineers Examination Certified Quality Auditors Examination
Radiologic Tech	American Registry of Radiologic Technologists
Registered Nurse	National Council Licensure Examination for Registered Nurses (NCLEX-RN)
Respiratory Technol	National Board for Respiratory Care
Respiratory Therapy	National Board for Respiratory Care
Surgical Tech	Certification Examination for Surgical Technologists
Veterinary Tech	Veterinary Technician National Exam State Board Veterinary Certification Exam

AIKEN TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Practical Nurse	27	96.3	34	76.5	17	100.0

II. Alumni Follow-Up Studies

A survey of 1988, 1989 and 1990 graduates focused on specific services, activities, and program parameters which were identified as institutional effectiveness indicators. Data analysis showed that the college was scored highly by all three groups, especially in areas of quality of instruction in the major and in the college's contributions to students' goal achievement. Respondents noted a lack of perception of the college as a "community college" and that courses did not always transfer to senior colleges. Follow-up action will include a revision of publications, special brochures on courses which transfer, identification of resources to improve articulation with senior colleges, and articulation agreement to focus on Augusta College and Medical College of Georgia.

III. Analysis of Undergraduate Retention and Attrition

A retention rate of 65% from quarter to quarter is likely caused by high part-time enrollment (55% to 85% over the last three years) and short-term goals (not seeking a degree) of entering students. A strong relationship was indicated between students' goals and retention and between campus involvement and retention. Departments have used data to improve retention through such things as student orientation and identification of student weaknesses through text indicators.

IV. Minority Student and Faculty Access and Equity

	Full-time Faculty			
	1989		1990	
	#	%	#	%
Black	5	9.8	5	9.8
White	46	90.1	46	90.1
Total	51		51	

Both the number and percent of full-time black faculty and white faculty remained unchanged at 9.8% from the fall of 1989 to the fall of 1990. The College projects an increase in the percentage of black faculty to 12.5% by 1993.

Graduates

	FY 87-88		FY 88-89		FY 89-90	
	#	%	#	%	#	%
Black	46	31.1	57	26.0	61	28.4
White	99	66.9	156	71.2	152	70.6
Total Grads.	148	98.0	219	97.2	215	99.0

Graduation rates for black students at Aiken Technical College are impressive, above 25 percent and as high as 31 percent over a three year period. The College's Access and Equity Plan provides a detailed plan for improving retention rates. The administration recently formed a formal retention committee to address strategies. Participation in the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) program (testing, placement, and orientation) is required of all first-time students and transfer students with low grades in transfer English or math courses. Other efforts include improved student orientation, assessment of skills during the admissions process to identify at-risk students, tutorial support for at-risk students, increased minority participation in student activities, and partnerships with local high schools to recruit promising minority students. Computer software is used to track and survey attritors to identify problems.

CHESTERFIELD-MARLBORO TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

None Reported.

II. Alumni Follow-Up Studies

A survey of graduates and early leavers (those not attending since Summer 1990) was completed in Spring 1991. Alumni include all former students except continuing education students. Two thirds of the graduates indicated that they accomplished their educational goals at Chesterfield-Marlboro Technical College (CMT); 57% indicated they had attended another college since leaving CMT; two thirds had attended CMT as part-time students and 80% had attended as evening students. Two thirds were working in fields related to their course of study at CMT. The College is concerned about a low response rate of only 10% on the survey. However, results will be used in the institutional planning process.

III. Analysis of Undergraduate Retention and Attrition

A 1990 Fall cohort of 99 students was tracked to determine retention rates through Spring 1991. Retention at CMT means students (cohort) who have met their educational goals at the institution. The overall retention rate on this cohort was 62%. For the Associate in Arts Program the rate was 77% compared to 71% in General Business and 100% in Office Systems. The College is concerned about the Associate in Science retention rate of only 47% based upon Fall 1990 to Spring 1991. The College's retention committee will continue efforts to develop retention strategies. Baseline data will be supplemented by future studies.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	3	11.5	3	12.5
White	23	88.5	21	87.5
Total FT Fac.	26		24	

While the numbers of white faculty declined slightly between 1989 and 1990, the numbers of black faculty, while small, remained stable. Chesterfield-Marlboro Technical College's faculty recruitment efforts include advertising position openings in weekly papers within the College's service area and the sharing of job information with local black fraternities and agencies with "significant minority contact."

Graduates

	1985		1989		1990	
	#	%	#	%	#	%
Black	18	22.50	16	23.53	22	22.92
White	62	77.50	52	76.47	74	77.08
Total	80		68		96	

Graduation rates for black and white students at CMTC have remained stable over the years reported above, with blacks comprising 22-23 percent of the graduates. The College emphasizes new student orientation sessions, which include financial aid and counseling, to bolster retention rates. The College hopes to hire a minority student recruiter to assist the committee on student retention in providing specialized counseling support and coordination of campus programs for minority students.

DENMARK TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Cosmetology	7	86.0	4	100.0	3	100.0
Barbering	NA	NA	NA	NA	12	100.0

II. Alumni Follow-Up Studies

In Fall 1990 an alumni survey was included in the mailing of over 4000 college newspapers. Only 33 were returned. Of those, 83% indicated their educational goals were met and overall satisfaction with the College was indicated by nearly all. Concerns were expressed about lack of equipment in educational programs. The College concludes that the low response rate to the survey makes it impossible to draw any valid conclusions, but an effort will be made to expand the information base in future years.

III. Analysis of Undergraduate Retention and Attrition

A study of students enrolling in Fall 1988 and 1989 showed that the attrition rates (the percentage of students not returning the following Fall) were 43.7% and 46.3% respectively. Non-returning students indicated reasons other than academic performance for their dropping out. The study included program-specific data and efforts by the faculty to identify factors relating to attrition. The study also identified strategies for reducing attrition.

IV. Minority Student and Faculty Access and Equity

	Full-time Faculty			
	1989		1990	
	#	%	#	%
Black	96	86	101	83
White	16	14	20	17
Total FT Fac.	112		121	

The full-time faculty at Denmark Technical College is predominantly black (over 80 percent), though the percent of white full-time faculty increased by 3 percent between 1990 and 1991. The administration seeks to reduce the disparity between black and other race employees at the institution.

	Graduates							
	1987		1988		1989		1990	
	#	%	#	%	#	%	#	%
Black	176	97	112	99	110	100	125	99
White	5	3	1	1	-	-	1	1
Total Grads	181		113		110		126	

The College's graduates are almost exclusively black, averaging 99 percent from 1987 to 1990. In addition to forming a Task Force on Minority Retention, the administration plans to establish a system to identify potential "dropouts," to develop orientation programs aimed at minorities, and to use other race students as peer counselors.

FLORENCE-DARLINGTON TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Aircraft Maint.	8	100.0	9	100.0	8	100.0
Dental Assisting	5	80.0	3	100.0	3	33.0
Dental Hygiene (State)	7	100.0	7	100.0	12	92.0
Dental Hygiene (Nat'l)	7	100.0	10	90.0	11	92.0
Med Lab Technician	3	66.6	8	50.0	4	75.0
Registered Nurse	67	97.0	67	97.0	44	100.0
Radiologic Tech	9	100.0	10	100.0	12	83.0
Respiratory Therapy	N/A	N/A	N/A	N/A	2	100.0
Respiratory Tech	7	71.0	9	89.0	4	25.0
Surgical Tech	15	73.0	12	100.0	17	82.0

II. Alumni Follow-Up Studies

A survey was conducted of the 239 graduates during the 1989-90 academic year. The results based upon a response rate of 23% were positive. There was a strong relationship between present job and the degree program; satisfaction with current job; satisfaction with instruction at the College; and satisfaction with educational goal attainment and the choice of attending Florence-Darlington if starting college again.

III. Analysis of Undergraduate Retention and Attrition

A Retention/Attrition Tracking Model, using the state Tech model and beginning with the 1990 Fall term provides information regarding system, college, academic program and other details. Overall college retention rates are high at about 81%. There is little difference between rates for white and non-white students. High academic performance seemed a positive influence on re-enrollment. The College is concerned about some programs having a higher drop-out rate than others. Some program retention rates were affected by the Persian Gulf Crisis. The retention data will be used in planning new marketing responses.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	10	10.8	8	8.3
White	80	86	85	88.6
Other	3	3.2	3	3.1
Total FT Fac	93		96	

The percent of black full-time faculty dropped to 8 percent, while white full-time faculty increased to 88 percent from the fall of 1989 to 1990. The administration hopes to meet the availability levels for minorities in the area (18 percent for blacks) by 1993 through its newly established Affirmative Action/Recruitment Committee. In addition, a justification is now required for the recommendation of every new hire in accordance with the administration's commitment to Affirmative Action.

Graduates

	1985		1989		1990	
	#	%	#	%	#	%
Black	81	23	65	27	57	24
W/other	275	77	178	73	184	76
Total	356		243		241	

Though the percentage of black graduates increased by 4 percent in 1989 as compared with 1985, it decreased by 3 percent in 1990, indicating no significant gain over the six year period. The minority population of the surrounding counties is estimated at 41 percent. Efforts to improve retention rates include mandatory orientation sessions for all new students, a freshman orientation course, campus programs to promote black awareness, financial aid support services, a career center which utilizes the Sigi Plus Career Exploration System and the South Carolina Occupational Information System, skills assessment, tutorial assistance, and counseling services.

GREENVILLE TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Aircraft Maint.						
General	N/A	N/A	17	100.0	9	100.0
Airframe	N/A	N/A	23	100.0	11	100.0
Powerplant	N/A	N/A	11	100.0	15	100.0
Dental Hygiene						
(State)	12	75.0	14	93.0	11	100.0
(National)	12	100.0	16	87.5	16	69.0
Med Lab Technician	11	90.9	4	100.0	7	100.0
Registered Nurse	104	89.4	82	97.5	87	95.0
Physical Therapy	7	100.0	12	100.0	16	100.0
Radiologic Tech	13	92.3	9	88.8	10	90.0
Respiratory Therapy	13	85.0	22	95.0	7	57.0
Respiratory Tech	12	92.0	10	90.0	15	87.0

II. Alumni Follow-Up Studies

A survey was mailed to students who applied for graduation in 1985-86 and 1986-87 academic years. Of the 148 returned, 120 were associate degree candidates and these were used as the basis for study. A graduate follow-up study was also conducted along with an employer survey. Overall, the respondents were satisfied with their preparation at the College insofar as their occupation is concerned; most expressed satisfaction with course content, quality of instruction, and general education competencies gained while enrolled. However, they also reported a lack of student understanding of global interactions, something the College has tried to address in recent terms by forming a task force to promote international education and activities. The survey will be used to track alumni in the long term.

III. Analysis of Undergraduate Retention and Attrition

The College employed a number of studies bearing on retention: the ACT Entering Student Survey, the ACT College Student Needs Assessment Survey, the ACT Student Opinion Survey (given to enrolled students with at least 45 credit hours), a survey of present activities and educational plans (given to students who were accepted but did not enroll), a survey of non-returning students, a survey of new and continuing students, and the early implementation of a student goal study.

Among the important findings: Over 90% of students who enroll do so in order to meet educational requirements for a chosen occupation; over 20% work more than 40 hours per week; over 90% have an overall impression of the College as excellent or good in terms of quality of education; conflict between the demands of job and school is the major reason given by non-returning students for their departure; almost half of the non-returning students plan to continue their education at Greenville Technical College. The retention rate has increased over the last two to three years. In associate degree programs the fall to fall retention has increased from 43% of the 1987 cohort to 48% for the 1989 cohort. For the cohort entering in Fall 1990, 75% returned in the winter term.

These studies are part of a Title III grant with a 15% increase in the retention rate as one of the goals. In addition, a number of activities have been pursued over the past two and a half years. A comprehensive customer service program has been implemented and a task force has developed ways to increase faculty contact with students. Counselors have been assigned to developmental students not making satisfactory progress and a computer check has been implemented to detect students who enroll in courses without having the published prerequisites. And, the effort to get more students involved with student activities has been increased.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1988		1989		1990	
	#	%	#	%	#	%
Black	9	4.7	10	5.3	10	4.9
White	181	94.3	175	93.6	194	95.1
Total FT Fac.	192		187		204	

The percent of black full-time faculty at Greenville Technical College remained stable at approximately 5 percent over the three year reporting period. The College seeks to increase black faculty representation to 8 percent by 1993 through various methods including job advertisement directed toward minority organizations, development of a minority newsletter, and improved efforts to ensure that minority candidates are interviewed for positions.

Graduates

	1985		1989		1990	
	#	%	#	%	#	%
Black	118	10	98	13	146	13
White	745	90	651	87	983	87
Total	863		749		1,029	

Black graduates comprised 13 percent of all graduates in 1990 as opposed to 10 percent in 1985. The College is in the third year of a five year Title

III project designed to reduce the disparity between retention rates for black versus white students. Title III supports a faculty mentoring program and CONNECTIONS, a training program to improve customer service. Other efforts to increase retention include orientation procedures, skills labs, career and job placement counseling, a College funded Cooperative Education program, and several externally funded programs such as the Department of Energy Minority Scholars Program and Project AHEAD.

HORRY-GEORGETOWN TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Practical Nurse	23	78.3	20	85.0	24	58.3

II. Alumni Follow-Up Studies

The College uses four methods of alumni follow-up study: A Student Alumni Information System (SAIS) Accent-Alumni Survey, a Transfer Success Study (for associate degree alumni only), an employer satisfaction survey, and a job placement analysis. The transfer study is still on hold since most candidates are still enrolled. Other results include: over 90% said they had achieved their goals of increasing knowledge and understanding in an academic field or obtaining a certificate or degree. A high percentage had achieved work promotions and raises as well as self confidence and leadership skills. A 92.5% job placement rate was reported and verified. Each year the school receives responses from about 30% of employers of graduates. Over 95% of those say they are satisfied with the performance of these employees. The College desires to improve its verification of graduate work and residence addresses among alumni. It is also considering "focus" interviews with employers.

III. Analysis of Undergraduate Retention and Attrition

The Colleges uses the State Board for Technical and Comprehensive Education Student Tracking System. A Fall cohort of 699 enrolled students with 15 or fewer cumulative credit hours was identified in Fall 1990. In the Winter Quarter the retention rate for this group was 74.9%. Only students enrolled in an Associate Degree or Diploma program were included in this group. Retention rates were not significantly different for minority/majority, male/female, or developmental/non-developmental students. Non-returning students were also surveyed. Over 60% said they plan to enroll again at the College; over 56% had been in college for one term; and over one-third were evening students. The above studies will eventually yield a five-year graduation profile by program.

The College is concerned about the retention rate (42.5%) of part-time students. The study also revealed that about 44% of the non-returning students did not know about the availability of financial aid; about 41% did not know of career counseling services available. Work conflicts and personal reasons accounted for most of the dropping-out. The College will market more career and financial aid information to students, and will strengthen its surveys to include student goals identification and more data on full-time/part-time characteristics.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	3	4.6	4	5.9
White	62	95.4	64	94.1
Total FT Fac.	65		68	

The number of full-time black faculty increased from three to four from 1989 to 1990, comprising approximately 6 percent of all full-time faculty. Though increasing minority faculty is stated as a goal of the College, no specific plans to achieve this goal are outlined in HGTC's Access and Equity Plan for FY 1990-91.

Graduates

	1985		1988		1989		1990	
	#	%	#	%	#	%	#	%
Black	25	6.1	33	14.2	37	23.9	74	38
White	168	82.4	184	79.2	220	82.6	114	60.2
Total Grads.	204		232		266		190	

The College reports a remarkable increase in the number of black graduates from 6.1 percent in 1985 to 38 percent in 1990. HGTC's Access and Equity Plan does not credit the increase in minority graduates to any specific programs.

MIDLANDS TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Dental Assisting	9	100.0	7	100.0	11	82.0
Dental Hygiene						
(State)	8	87.5	17	94.1	21	90.0
(Natl.)	11	81.8	17	100.0	21	100.0
Med Lab Technician	4	100.0	12	50.0	6	100.0
Med Record Tech	5	100.0	5	80.0	9	89.0
Nuclear Medicine						
Registered Nurse	68	86.9	94	92.6	124	97.0
Practical Nurse	51	98.0	57	96.5	70	89.0
Radiologic Tech	10	100.0	7	100.0	13	100.0
Respiratory Therapy	6	66.6	6	83.3	10	80.0
Respiratory Tech	10	100.0	12	100.0	21	90.0
Surgical Tech	2	100.0	3	100.0	0	N/A

II. Alumni Follow-Up Studies

A survey was mailed to 3200 graduates (1963-1990) and 391 (12%) were returned. The survey identified several areas of strength for the College: a positive general impression of the school; a positive impression of educational programs; satisfactory services; and positive responses to institutional contributions to personal growth and quality of the graduates' lives. Programs and services with the highest and lowest quality ratings were identified. About 78% of respondents stated that Midlands Technical College had improved the quality of their lives, and 90% indicated being very satisfied or satisfied with academic programs.

The College is concerned about a number of things as a result of the survey. There were low response rates especially among transfer students. Feedback concerning lab facilities was low; and over 50% of respondents said they had never used student life programs and services, new student orientation, or computer resources. An effort is underway to improve alumni information through enhanced software applications and to compare results of this survey with other studies.

III. Analysis of Undergraduate Retention and Attrition

Utilization of the SBTCE tracking system includes identification of a cohort of entering freshmen and compares it to enrollment the following year. Of the Fall 1989 cohort, 52.3% were retained as enrollees beginning their sophomore year. This was an increase of 4.9 percentage points over the Fall 1988 cohort. (This increase was identical to national data gathered by ACT for two-year colleges.) Students enrolling in developmental

courses are showing greater increases in retention rates than those enrolled in curriculum-only coursework, when 1989 and 1990 rates are compared. High retention programs are identified on this tracking system. Black females are retained at a rate greater than that of any other group; rates for black males are increasing but are still low.

Efforts to improve retention include refinement of the assessment/orientation/advisement system, success seminars, at-risk student identification, a customer service plan, faculty training, and a reduced registration time to ensure students are in class on the first day.

As a supplement to the tracking system, the College conducts a non-returning student survey, most recently in Fall 1990. Conflicts between job and school were cited most frequently as the reason for leaving. Deciding to attend a different college was the second most frequently cited reason.

IV. Minority Student and Faculty Access and Equity

	Full-time Faculty			
	1989		1990	
	#	%	#	%
Black	21	10.1	20	9.9
White	187	89.9	183	90.1
Total	208		203	

The number and percent of black (10%) and white (90%) full-time faculty at Midlands Technical College is stable for the 1989-90 reporting period. The administration works with the Human Affairs Commission to develop strategies to increase the number of qualified minorities in faculty positions, including targeting minority leaders and organizations with direct-mail updates and position announcements. In spite of aggressive measures, the College reports difficulty in attracting black applicants for faculty positions in nursing. Currently the college is ranked first in goals attainment out of all colleges in the technical system and seventh among all state agencies.

	Graduates					
	1984-85		1988-89		1989-90	
	#	%	#	%	#	%
Black	161	20.9	216	26	311	27.6
White	517	67	569	68	784	69.7
Total Grads	771		835		1,125	

While the percent of black graduates increased from 21 percent in 1985 to 27 percent in 1990, the percent of white graduates remained stable over the same period at 67-69 percent.

Strategies for increasing retention rates include improved orientation programs and various student support services ranging from financial aid and career advisement to developmental studies and tutoring to improve deficit academic skills. Monthly seminars and workshops cover topics such as test anxiety, study skills, and drug abuse. The Afro-American Student Club and the International Student Office provide additional support for minorities. The College recently restructured personnel to create an access and equity position to promote the recruitment and retention of minority students.

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Med Lab Technician	7	57.0	3	100.0	5	40.0
Registered Nurse	30	83.3	27	82.0	30	93.0
Practical Nurse	16	94.0	14	100.0	27	87.0
Radiologic Tech	3	100.0	9	55.5	11	81.0
Respiratory Tech	9	22.0	6	50.0	10	60.0

II. Alumni Follow-Up Studies

Three surveys are being implemented: a graduate follow-up beginning with graduates of 1987 and 1988); an employer satisfaction survey; and an alumni opinion survey. Generally favorable responses have been obtained on the graduate follow-up survey, especially in the quality of educational programs and services and quality of instruction. About 66% of the 1987 and 1988 graduates were satisfied or very satisfied with the institution overall. Writing and public speaking skills were rated highly by respondents as areas in which the College helped them.

III. Analysis of Undergraduate Retention and Attrition

Retention is examined through the work of a retention task force, an entering student survey, a tracking system (SBTCE), a non-returning student survey, a student opinion survey, and an academic advisement survey with program evaluation. Nearly 82% of entering students came to OC Tech to obtain educational requirements necessary to pursue their chosen occupation. Over 60% sought an associate degree. Of 123 non-returning students, 32% left because of job-related conflicts; 78% were working full-time or part-time; 12% were caring for a family; and 70% planned to return to OC Tech.

From the Fall to Winter Quarter of 1990-91, over 75% of the institution's regular students were retained.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	9	15	10	16
White	52	85	54	84
Total FT Fac	61		64	

The number of full-time black faculty increased by one while full-time white faculty increased by two, keeping the percentages relatively stable at 16 percent versus 84 percent respectively from 1989 to 1990.

Graduates						
	1984-85		1988-89		1989-90	
	#	%	#	%	#	%
Black	35	24	47	35	49	28
White	108	76	89	65	124	72
Total	143		136		173	

The number of black students receiving degrees increased between 1984-85 and 1989-90. The standard student orientation at the College is supplemented by mandatory registration for Psychology 103 which is geared toward at-risk groups and focuses on improving college skills as well as presenting an introduction to the College. Other areas designed to improve retention rates include support services, counseling, developmental studies, financial aid, and academic support. The College hopes to increase minority faculty and administrative professional staff in order to provide positive role models.

PIEDMONT TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Registered Nurse	--	--	24	96.0	19	95.0
Practical Nurse	16	100.0	24	95.8	27	88.9
Radiologic Tech	8	75.0	9	88.8	7	86.0
Respiratory Tech	2	100.0	6	83.0	7	71.0

II. Alumni Follow-Up Studies

Six months after graduation alumni are surveyed on their satisfaction with the college, current employment status, and personal goal achievement. Every two years a sample of alumni are surveyed in an effort to ascertain perceived need for improvement of educational and support areas and to update the image of the College. The survey six months after graduation produced a response rate of 58%. The later survey garners an average response rate of about 10%. Over 76% of respondents would choose Piedmont again; over 77% felt that their education had improved the quality of their lives; and over 80% indicated their job was related to their course of study. More than 13% of the sample have graduated from a four-year institution. The long-range study found that the areas of health information, appreciation of cultural events, and health/physical well being could be improved for enrolled students.

III. Analysis of Undergraduate Retention and Attrition

A computerized retention analysis system enables review of student status each term. Students in the following categories are tracked: continuing students, reinstated students, first time students, and transfer students. Fall Quarter to Winter Quarter retention rates are emphasized. Retention rates have improved since 1984 by about 11 percentage points to 76% from Fall to Winter terms. An objective is to increase retention to 82.2% for the 1991-92 academic year. A number of specific strategies have been identified and planned to accomplish this.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	4	6	5	6.4
White	62	94	73	93.6
Total	66		78	

The percent of black and white full-time faculty from 1989 to 1990 remained stable at 6 percent and 94 percent respectively. Affirmative Action hiring policies are designed to increase the number of qualified minority applicants. The College advertises in the Affirmative Action Register, Black Issues on Higher Education, and other selected media. The administration also encourages adequate minority representation on selection committees.

	Graduates					
	1985		1989		1990	
	#	%	#	%	#	%
Black	58	18	67	21	60	17
White	183	57	170	53	202	58
Total	241		237		262	

Though the percent of black graduates improved by 3 percent (to 21 percent) in 1989 as compared to 1985, the percent dropped by 4 percent the next year (to 17 percent), indicating no significant change since 1985. The College provides various services designed to improve retention rates, including orientation programs, tutoring, skills workshops, career and personal counseling, and an award-winning developmental studies program. Faculty and professional staff are encouraged to be involved in the retention process of all students. A year ago, the College hired a minority admissions counselor/recruiter.

SPARTANBURG TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Dental Assisting	7	78.5	12	100.0	6	91.6
Med Lab Technician	10	90.0	5	80.0	7	43.0
Practical nurse	22	91.0	29	93.0	34	88.2
Radiologic Tech	6	100.0	11	100.0	8	100.0
Respiratory Tech	9	67.0	3	100.0	16	75.0
Respiratory Therapy	N/A	N/A	5	80.0	1	100.0
Surgical Tech	13	100.0	14	100.0	16	100.0

II. Alumni Follow-Up Studies

A survey was conducted of 1989-90 graduates with a high (97.6%) return rate. The instrument was mailed immediately following the quarter in which the completion was recorded. Graduates who did not respond the first mailing received a second one, followed by a telephone interview if necessary. There was also a follow-up survey of employers with a response rate of 72.6% and a five-year graduate follow-up study obtaining a response rate of 45%. Over 72% of graduates were employed in jobs related to their program of study; about 8% were continuing their education; 19% had re-enrolled at the College; 97% indicated they had achieved their educational objectives; 98% were satisfied or very satisfied with services; and 80% felt the College had prepared them well or very well for their present jobs. About 90% of employers surveyed were satisfied with the graduates' quality of training and nearly half said the graduates' job performance was above average.

III. Analysis of Undergraduate Retention and Attrition

The campus had an overall retention rate of 84% from Fall 1989 to Winter 1990, and an 86% retention rate for Fall 1990 to Spring 1991. All program areas exceeded 80% retention. These rates are based upon students enrolled in the sequential terms and do not include those who graduated during the Fall term.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1988		1989		1990	
	#	%	#	%	#	%
Black	4	5.6	4	5.1	6	6.7
White	68	94.4	75	94.9	84	93.3
Total	72		79		90	

The percent of black full-time faculty increased slightly between 1989 and 1990, reaching a total of 6 out of 90 faculty (an increase from 5.1 to 6.7 percent). The selection process is structured to involve the president in hiring decisions so that Affirmative Action goals can be monitored. The personnel director is required to notify the president of qualified minority applicants for underrepresented areas of employment. A Minority Recruitment/Retention Committee, whose members include external minority representatives from industry, education, and community organizations, assists and refers qualified minority applicants. The goal is to increase minority representation to 20 percent over the next three years.

Graduates

	1985		1989		1990	
	#	%	#	%	#	%
Black	25	7.29	33	9.68	28	8.41
White	315	91.84	301	88.27	301	90.39
Total Grads.	343		341		333	

Though the percent of black graduates increased slightly in 1989 as compared to 1985, the number dropped slightly (under 2 percent) in 1990 to 8.4 percent. In the period of fall quarter 1990 to winter quarter 1990, the retention rate of white students was 79.4 percent as opposed to 75.8 percent for non-white students. The College plans to implement the ACT Retention Report to track retention rates by race in the future. In addition to orientation and campus activities, ten programs and services are listed in the College's Access and Equity Plan that provide various types of support for students.

SUMTER AREA TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Registered Nurse	20	95.0	25	92.0	21	100.0

II. Alumni Follow-Up Studies

An alumni survey produced a return rate of 30%. It included assessment of personal growth, salary information, and an indication of graduates' community service. Most college services received a satisfaction rate of 80% or higher. The College considers 90% to be the goal. A clear majority indicated that the school helped them in their personal growth, in math and communications skills, leadership and management skills, and in cultural awareness. At least 68% of the graduates stated they worked full-time (at the time of the survey) and 11% were seeking employment. Of those employed, 66% saw their job as related to the program of study completed.

III. Analysis of Undergraduate Retention and Attrition

The College has established a standard of 70% retention for students in all programs, defined as the percent of students who continue their education from term to term and reach their educational objectives. The recent study was based upon Fall Term 1990 to Spring 1991 and produced rates which exceeded 70% in all programs except Industrial Mechanics Technology, Welding, and Machine Tool Operator. (These also had low initial enrollment.) The College will continue to track the Fall 1990 cohort and add new cohorts. A survey of non-returning students is also conducted.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	3	5.4	3	5.2
White	52	94.6	54	94.8
Total	55		57	

The percent of black full-time faculty remained at 5 percent for both 1989 and 1990 at Sumter Technical College, while full-time white faculty remained stable at 95 percent for the same period. The College intends to increase the pool of qualified minority applicants by utilizing community organizations and leaders, job fairs, and professional organizations to contact potential applicants.

	Graduates					
	1985		1989		1990	
	#	%	#	%	#	%
Black	70	39	53	34	46	29
White	108	60	102	65	113	70
Total Grads.	180		157		161	

Data for 1985, 1989, and 1990 show a decrease in the percent of black graduates from 39 percent to 34 percent to 29 percent respectively, while the percent of white graduates since 1985 increased 10 percent (to 70 percent) in 1990. The implementation of Series Z computer software to track retention/attrition rates will increase accountability and aid research and improvement strategies. Both orientation and student support services, including counseling, financial aid, tutoring, career, etc., are available in the day and evening. Faculty and staff are educated and encouraged to be sensitive to the needs of minority students.

TECHNICAL COLLEGE OF THE LOW COUNTRY

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Cosmetology		100.0		100.0	18	100.0
Registered Nurse				95.2	26	88.4
Practical Nurse				100.0		100.0

II. Alumni Follow-Up Studies

In November, a graduate questionnaire was mailed to all May 1990 graduates. After three follow-up mailings, a 68% response rate was obtained. The vast majority of TCL graduates had as their main educational goal to obtain a degree/diploma/certificate in order to prepare for a new career or improve existing skills. Nearly two-thirds of the graduates were working when they enrolled at TCL and slightly more than a third of the graduates continued in a job they had before they enrolled at TCL. An employer survey was sent out with 39 employers responding. Of those, 54% rated the graduates as above average, 46% rated the graduates as average. Not one rated graduates below average. All indicated they would hire graduates again if available. The average reported salary of graduates was \$17,360. Graduate and employer responses were disseminated to each program.

III. Analysis of Undergraduate Retention and Attrition

About 70% of applicants to TCL subsequently enroll; 85% of all students are working at least part-time. About 42% of those who do not enroll say it was due to limited class size resulting in an inability to get into the curriculum they had chosen. The remaining 47% said their failure to enroll was caused by a personal or financial problem.

A survey of new students found that the most important reason for attending the College is that it offers the courses they want. Convenience and low costs were also cited as reasons. New students think the ability to work while attending college is important. They hear about the College through brochures, newspaper articles, and direct mail.

A study of continuing students in Spring 1990 revealed a concern for availability of courses, something the institution is addressing. In the Fall 1990 TCL had 73 new students registered full-time in associate degree programs. In Spring 1991 75% of these continued their enrollment. The instructional area has undertaken a review and reorganization of course offerings and sequencing. As a result, the number of graduates has increased 72% between May 1988 and May 1990 even though the numbers of new students have remained relatively constant.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	10	25	9	24.3
White	30	75	28	75.7
Total	40		37	

The percent of full-time black faculty and white faculty remained stable from 1989 to 1990, at 25 percent to 75 percent respectively. The Governor and the Human Affairs Commission commended the College in 1988 for maintaining its affirmative action goals. Planned vacancy announcements are mailed to minority offices, female colleges, and state employment offices within a 150 mile radius in order to increase the number of minority applicants.

Graduates

	1987-88		1988-89		1989-90		1990-91	
	#	%	#	%	#	%	#	%
Black	49	35	54	37	72	38	78	38
White	85	65	91	63	118	62	144	62
Total	134		145		190		206	

The figures reported during the above four-year period show an increase of 1 percent in black graduates and a decrease of 3 percent for white graduates. Graduation rates are influenced by active duty military students and dependents, who often transfer and complete their programs at other military bases. Projects aimed at supporting student achievements include the TRIO Programs (Upward Bound, Talent Search, Student Support Services), Careers and Choices, and the Career Development Center. These programs are supplemented by orientation and other support services (financial aid, counseling, career planning, academic skills, etc.) to increase retention rates.

TRI-COUNTY TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
Dental Assisting	9	88.9	3	100.0	9	88.9
Med Lab Technician	13	61.5	9	66.7	11	36.4
Registered Nurse	22	77.3	33	97.0	46	97.8
Qual. Assur. Tech	17	76.5	5	80.0	5	80.0
Practical Nurse	15	100.0	12	100.0	14	100.0
Surgical Tech	5	80.0	7	100.0	8	100.0
Veterinary Tech						
(State)	9	100.0	0	0	9	44.0
(National)					2	100.0

II. Alumni Follow-Up Studies

Two evaluation studies completed by the Research and Evaluation Department and Counseling Center addressed the area of alumni follow-up. The studies indicated that 450 students graduated from the 46 different certificate, diploma, and/or associate degree programs in the 1989-90 spring quarter and 1990-91 summer quarter graduating classes. A total of 526 awards were granted. As of February, 1991, 357 of the 450 graduates (79.3 percent) were employed. Ninety-eight percent of 87 supervisors of the 1990 graduates interviewed rated the work attitude and the work performance of the graduates as average or above average, while 99 percent rated the work quality as average or above average.

III. Analysis of Undergraduate Retention and Attrition

Tri-County Tech conducted its first evaluation of undergraduate retention and attrition during 1990-91. The study consisted of tracking the college's 880 (34 percent) first enrolled 1990-91 fall quarter curriculum students (excluding career development/special status students) across the fall, winter, and spring quarters of 1990-91 and will be continued until the students exit or graduate from the college. The study indicated that 75 percent of the first enrolled students enrolled in curriculum courses during the 1990-91 winter quarter and 1 percent took continuing education courses. Twenty-three percent of the students did not return. Sixty-two percent of the first enrolled students enrolled for courses during the spring quarter, 2 percent took continuing education courses, and 37 percent did not enroll.

Students listed the following reasons for leaving Tri-County: employment, relocation, financial and academic difficulty and personal reasons.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	7	7.8	10	10.2
White	83	92.2	88	89.8
Total	90		98	

Over the period from 1989 to 1990, the percent of black faculty increased slightly over 2 percent (to 10.2 percent) while the percent of white faculty similarly declined (to 89.8 percent). In order to reach more candidates, the College plans to involve placement officers with predominantly black colleges and universities, department heads at Clemson University, prominent minority community leaders, and successful minority professionals.

Graduates

	1985		1989		1990	
	#	%	#	%	#	%
Black	34	10.2	34	9.4	45	11.4
White	293	88.2	323	88.5	344	87.3
Total Grads.	332		365		394	

The percent of black graduates at Tri-County Technical College fluctuated slightly from 1985 to 1989 to 1990, at 10.2 percent to 9.4 percent to 11.4 percent respectively. Similarly, the percent of white graduates remained at approximately 88 percent over the same period. The percent of black students enrolled in the fall of 1990 who returned for winter of 1990 was 61.7 percent, smaller than the overall return percentage of 68.9 percent. In addition to gearing orientation to improve retention, support services are made available to students in the areas of financial aid, academic skills improvements, career and personal counseling, etc. The College recognizes role models among faculty and staff as an effective tool. This institution has chosen to report on the following additional components of institutional effectiveness this year.

Evaluation of Remedial and Developmental Programs

Forty-six percent of the 876 first enrolled curriculum students at Tri-County Tech in the 1990-91 fall quarter needed at least one remedial course with 36 percent needing remedial work in English, 26 percent needing remedial assistance in math, and 25 percent needing remedial reading. The Comprehensive Studies program at Tri-County offers developmental courses in English, mathematics, and reading and serves students in curriculum programs, career development/special status majors, the GED program, and JTPA programs. The entrance and support services differ for the four groups. Students are recommended on the basis of placement test scores with the criteria varying depending upon the students' major.

Two evaluation studies were completed by the college in 1990-91 that assessed the area of remedial and developmental programs. The studies indicated that 578 students registered for comprehensive studies during the 1990-91 fall quarter. Fourteen students (2.4 percent) did not attend any comprehensive study classes and 564 students (97.6 percent) attended at least one comprehensive study class during the quarter.

TRIDENT TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
Cosmetology			19	89.0	19	89.0
Dental Assisting	7	85.7	15	73.3	10	80.0
Registered Nurse	52	85.0	59	93.0	57	98.0
Occupat'l Therapy	N/A	N/A	12	100.0	12	100.0
Physical Therapy			8	100.0	12	100.0
Practical Nurse	N/A	N/A	18	88.8	31	84.0
Radiologic Tech	11	100.0	10	90.0	15	100.0
Respiratory Tech	8	100.0	12	100.0	12	83.0

II. Alumni Follow-Up Studies

In studying the success of Trident graduates, the College uses the following methods: a graduate follow-up survey, an employer follow-up survey, and a graduate placement report. Graduate employment remains stable. The percentage of students attending Trident who later transfer may be increasing although over 70% attended for job related reasons. Response rates to graduate surveys are high (83% in 1990). Over 80% of graduates are presently working in a position related to their field of study at Trident; over 90% said the College prepared them well for work or upgraded their skills. Graduates are generally satisfied with college services, satisfaction is increasing with respect to academic advising, and most felt the College had helped them meet their goals. Employers indicated they would recommend Trident graduates to other employers, would hire Trident graduates again, and that Trident graduates performed above average over a three year period.

III. Analysis of Undergraduate Retention and Attrition

The College has established a longitudinal study of retention by cohort which will eventually focus on three aspects of retention: college-wide retention, individual program retention, and individual course retention. The 1991 assessment report focuses upon college-wide retention of cohorts from Fall 1988, Fall 1989, and Fall 1990. Retention is defined as the percent continuing or graduating and are based upon Fall to Fall retention. The study details retention by gender and ethnic origin within each cohort.

For the 1988 cohort the retention rate was 47%; this rate increased for the 1989 cohort to 50%. Females are retained at greater rates than are males; retention rates of black females are similar to those of white students. The two-year retention rate for all students is about 33%. The intent of these studies is to improve college services. Program and course information will be obtained in subsequent studies.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	7	4.63	14	8.38
White	142	94.03	150	89.82
Total FT Fac.	151		167	

The number and percent of black full time faculty at Trident Technical College doubled between 1989 and 1990 while the percent of white full time faculty declined. As part of its effort to recruit minority faculty for available positions, the College advertises job openings in the Affirmative Action Register and in Black Issues in Higher Education. The College also attempts to recruit black faculty at job placement fairs and conferences with significant minority attendance.

Graduates

	1987-88		1988-89		1989-90	
	#	%	#	%	#	%
Black	110	18.4	110	16.2	112	16.6
White	471	78.8	540	79.2	537	79.4
Total Grads.	598		682		676	

The number and percent of black graduates remained stable between 1987-88 and 1989-90. The College's current efforts for increasing minority retention include an "Early Alert System" to identify students experiencing academic difficulty and to provide for academic counseling and continuation and expansion of the Student Success Center. The Student Success Center makes available academic support in the form of tutoring and other services. The College is also planning a research study to determine the support services needed for minority success.

WILLIAMSBURG TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

None reported.

II. Alumni Follow-Up Studies

An alumni/graduate survey was used in 1990 to gain information on 1990 graduates. Twenty out of 39 returned the survey. An employer survey was completed by 17 employers. The surveys were designed to gain information on graduate job status and employer satisfaction with graduates' performance.

The alumni indicated general satisfaction with the College's contributions to their job preparation and skills, as well as satisfaction with most college services and educational programs. About 82% of employers who responded indicated above average performance by graduates on the job. None of the graduates was rated below average. Some graduates expressed dissatisfaction with campus lighting, parking lot conditions, and lab/shop facilities. The College will consider these results in future actions and will make an effort to link alumni responses to program of study.

III. Analysis of Undergraduate Retention and Attrition

Retention is defined as the proportion of students who have attained their educational goals or who continue to pursue those goal from term to term. Retention rates exceed 65% for each period studied (Fall 1989 and Fall 1990 cohorts). Over 68% of the students enrolling at Williamsburg Technical College do so in order to gain employment or upgrade job skills. About 75% of the students held full-time or part-time jobs. Only between 25% and 30% use student services, and a large number of students continue to need developmental courses to prepare for curriculum programs.

New student needs are being identified through use of an ASSET placement test. Additionally, studies of non-returning students show that about 29% were enrolled full-time. The most prevalent reason for leaving school was job related conflict. The College intends to use survey findings to make improvements where needed.

IV. Minority Student and Faculty Access and Equity

Full-time Faculty

	1989		1990	
	#	%	#	%
Black	3	16.7	1	8.3
White	15	83.3	11	91.7
Total	18		12	

The number of black full-time faculty declined from 3 in 1989 to 1 in 1990, while the number of white faculty declined from 15 to 11 over the same period. Because of the small numbers involved, the percentages show an exaggerated effect.

	Graduates					
	1985		1989		1990	
	#	%	#	%	#	%
Black	40	78	18	49	11	28
White	11	22	19	51	28	72
Total	51		37		39	

The percent of black graduates declined dramatically over the above reporting years, from a high of 78 percent of 1985-86 to a low of 28 percent in 1990-91. Conversely, the percent of white graduates showed a similar dramatic increase, from a low of 22 percent in 1985-86 to a high of 72 percent in 1990-91. Black enrollment percentages are significantly higher than black graduate percentages. The ACT Assessment of Skills for Successful Entry and Transfer (ASSET) Program is used during orientation to identify student weaknesses in language use, reading, and math. A wide variety of support services are available, including programs serving single parents, financial aid services, career counseling, and an integrated/counseling retention program and academic advising program funded by a Title III grant. Probation warnings encourage students failing to meet minimal grade standards to seek counseling. Each student has a faculty advisor who must approve course selections.

YORK TECHNICAL COLLEGE

I. Performance of Professional Program Graduates on Licensing and Certification Exams

Name of Exam:	1988		1989		1990	
	#	%	#	%	#	%
	Taking	Passing	Taking	Passing	Taking	Passing
Med Lab Technician	11	63.6	10	70.0	5	60.0
Registered Nurse	35	80.0	44	82.0	39	100.0
Radiological Tech	NA	100.0	6	100.0	7	86.0

II. Alumni Follow-Up Studies

In Spring 1991 the College surveyed all graduates from the previous academic year with a 47% response rate (171 respondents). Some important results included: 98% would recommend York Tech to friends; 75% were working full-time at the time of the survey; 90% of those employed had jobs related to their field of study at York Tech; 75% felt the College had provided them with excellent preparation for their first job after graduation; and 53% reported earnings between \$12,000 and \$24,000. About 40% of respondents said they attended York Tech mainly to obtain a degree, diploma or certificate. About 42% attended to prepare for a new career, and about 52% said they obtained a job while attending York Tech or within two months after graduation.

About 95% of graduates surveyed said the College should have a placement office on campus. Other services which received low marks among the graduates were student activities, parking, food services, and counseling services. A full-time placement officer has been hired; parking areas will be upgraded, and food services will be improved.

Respondents cited the learning environment, faculty, staff, and admissions staff as strengths of the College.

III. Analysis of Undergraduate Retention and Attrition

Three major efforts were put forth to study retention: (a) surveys that encourage student response to retention issues; (b) an in-depth study of selected programs (a Beacon Grant Project); and (c) a comprehensive student tracking system.

It appears that students choose York Tech for economic reasons and they tend to leave or drop out temporarily because of work related problems. Through use of the ACT Student Opinion Survey the College discovered a pattern of low awareness/participation in crucial student support services. For example, 70% said they had not used a College Orientation Program and 68% had not used the College-Sponsored Tutoring Services. Yet, 67% of the students had used the academic advising services.

From Fall 1990 to Winter 1990 the college-wide retention rate was 79.6%. High attrition was discerned in the math/science dependent curricula for two programs. Full-time students were retained at a rate of 85.6% compared to 57.6% for part-time students. The College is recommending stronger advising,

orientation, and career planning and to increase student services participation.

IV. Minority Student and Faculty Access and Equity

	Full-time Faculty			
	1989		1990	
	#	%	#	%
Black	3	3.8	6	6.9
White	75	96.2	81	93.1
Total	78		87	

The number of black full-time faculty at York Technical College doubled from 3 to 6 during the period of 1989 to 1990, an increase of 3 percent overall. Though the number of white faculty increased from 75 to 81 during this period, this represents a 3 percent decline overall. The College has expanded its advertising base to include minority oriented journals and newspapers. The College seeks out minorities as applicants, and (internally) encourages them to serve on search committees.

	Graduates							
	1987		1988		1989		1990	
	#	%	#	%	#	%	#	%
Black	35	18.9	49	19.2	49	17.4	37	15.3
White	149	80.5	205	80.7	228	81.1	190	78.5
Total Grads.	185		254		281		242	

The four-year reporting period depicted above shows a decline in the percent of black graduates, from 18.9 percent to 15.3 percent. The 2 percent decline in white graduates can be attributed to an increase in other graduates for the same period. A large number of blacks enroll in non-degree programs. In 1989 and 1990, major concentrations of black graduates were in the Business and Commerce Clusters. Student programs are offered, including those targeted for dislocated workers, single parent/displaced homemaker, GED High School Equivalency Program, and Job Training Partnership Act (JTPA), which has a high number of minority students. The GED program is especially necessary, since "functional illiteracy among the area's black population is almost twice that of the overall adult population" (1991 Access and Equity Plan, p.18). Student support services offer academic and career counseling, financial aid, tutoring, and other topics designed to offer support for disadvantaged students. Increased contact with faculty is available through instructional services, the Learning Assistance Center (LAC), various learning laboratories, and the Learning Enhanced Achievement Program (LEAP).

1991-92 CHE REPORTS

The 1991-1992 CHE reports do not deal with community colleges and were not included in the original. For information on the reports, contact:

South Carolina Commission on Higher Education
1333 Main Street, Suite 650
Columbia, SC 29201

DIRECTORY

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **AIKEN TECHNICAL COLLEGE** Telephone: **593-9231**

Address: **P.O. Drawer 696, Aiken, S.C. 29802**

President: **Dr. Paul L. Blowers** Ext. **218**

I. E. Coordinator: **Charles H. Parker** Ext. **214**

Fax. **593-6526** E. Mail Internal -- External --

Chief Financial Officer: **Ron Whitley** Ext. **202**

Chief Student Services Officer: -- Ext. --

Chief Research/Planning Officer: **Charles H. Parker** Ext. **214**

Chief Academic Officer: **Don Campbell** Ext. **215**

Information Resource Management Officer: **Charles H. Parker** Ext. **214**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

I. E. Committee - **Charles H. Parker, Neel Flannagen, Al Murphy,** Ext. **215**

John Richardson, Mary Gene Ryan, Richard Smith,

Don True and Rick Wells

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **CENTRAL CAROLINA TECHNICAL COLLEGE** Telephone: **778-1961**

Address: **506 N. Guignard Drive, Sumter, S.C. 29150**

President: **Dr. Herbert C. Robbins** Ext. **240**

I. E. Coordinator: **Dr. Kay M. Rhoads** Ext. **360**

Fax. **773-4859** E. Mail Internal **Rhoads** External **CDO**

Chief Financial Officer: **Wayne Fogle** Ext. **244**

Chief Student Services Officer: **Dr. Larry Cline** Ext. **242**

Chief Research/Planning Officer: **Dr. Kay M. Rhoads** Ext. **360**

Chief Academic Officer: **Dr. Larry Cline** Ext. **242**

Information Resource Management Officer: **Dr. Kay M. Rhoads** Ext. **360**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **CHESTERFIELD-MARLBORO TECHNICAL COLLEGE** Telephone: **537-5286**

Address: **P.O. Drawer 1007, Cheraw, S.C. 29520 (1201 Chesterfield Hwy.)**

President: **Dr. Ronald W. Hampton** Ext. **12**

I. E. Coordinator: **Jacqueline M. Brooks** Ext. **45**

Fax. **537-6148** E. Mail Internal **JBROOKS** External **JBROOKS**

Chief Financial Officer: **Lena V. McCoy** Ext. **38**

Chief Student Services Officer: **Dr. Jerry W. Robertson** Ext. **24**

Chief Research/Planning Officer: **Dorr R. Depew** Ext. **27**

Chief Academic Officer: **Sandra H. Barbour** Ext. **43**

Information Resource Management Officer: **Charlene Huntley** Ext. **34**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Ext. --

--

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **DENMARK TECHNICAL COLLEGE**

Telephone: **793-3301**

Address: **P.O. Box 327, Denmark, S.C. 29042**

Interim President: **Dr. Douglas Brister**

Ext. **201**

I. E. Coordinator: **Rennie J. Dixon**

Ext. **295**

Fax. **793-5942** E. Mail Internal **Den 785::System** External --

Chief Financial Officer: **Leon Brunson**

Ext. **220**

Chief Student Services Officer: **Willie Cantey**

Ext. **230**

Chief Research/Planning Officer: --

Ext. --

Chief Academic Officer: **Marion Mendenhall**

Ext. **260**

Information Resource Management Officer: **Rita Kelley**

Ext. **260**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Ext. --

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**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **FLORENCE-DARLINGTON TECHNICAL COLLEGE**

Telephone: **661-TECH**

Address: **P.O. Box 199548, Florence, S. C. 29501**

President: **Dr. Michael B. McCall**

Ext. **8001**

I. E. Coordinator: **Terry S. Alexander**

Ext. **8102**

Fax. **661-8011** E. Mail Internal -- External --

Chief Financial Officer: **Efford Windham**

Ext. **8165**

Chief Student Services Officer: **David Barr**

Ext. **8154**

Chief Research/Planning Officer: **Gene Crawford**

Ext. **8111**

Chief Academic Officer: **Dr. Charles T. Muse**

Ext. **8101**

Information Resource Management Officer: **James Busbee**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Dr. Jerome Greene Health Studies

Ext. **8141**

Dr. Rick Garrett Technological Studies

Ext. **8161**

Ms. Wilma Whitaker Arts/Sciences

Ext. **8131**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **GREENVILLE TECHNICAL COLLEGE** Telephone: **250-8000**

Address: **P.O. Box 5616, Greenville, S.C. 29606**

President: **Dr. Thomas E. Barton** Ext. **8175**

I. E. Coordinator: **Lucy Hinson** Ext. **8204**

Fax. **250-8744** E. Mail Internal **ROGERSFMR** External **GTC::ROGERSFMR**

Chief Financial Officer: **Joe Cooper** Ext. **8179**

Chief Student Services Officer: **Stan Thompson** Ext. **8100**

Chief Planning Officer: **Sula Horley** Ext. **8484**

Chief Research Officer: **Lucy Hinson** Ext. **8028**

Chief Academic Officer: **Dr. Kay Grastie** Ext. **8185**

Information Resource Management Officer: **Larry Appleton** Ext. **8208**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Dr. Edward Oppen - CHE report on General Education Ext. **8413**

Nancy Meyers - CHE report on Majors of Concentration Ext. **8390**

**Dr. Gene Elliott - CHE report on Library and Usage and
Collection** Ext. **8411**

**- CHE report on Administrative Financial
Processes** Ext. **8177**

**Nancy Hagan - CHE report on Entry Level Skills for
College Work** Ext. **8359**

**Lyla Haggard - CHE report on Remedial and
Developmental Education** Ext. **8256**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College:	HORRY-GEORGETOWN TECHNICAL COLLEGE	Telephone:	347-3186
Address:	P. O. Box 1966, Conway, S. C. 29562-1966	Ext.	--
President:	Dr. D. Kent Sharples	Ext.	--
I. E. Coordinator:	Foster Fowler	Ext.	--
Fax.	347-4207	E. Mail Internal	FOSTERF
		External	
Chief Financial Officer:	Gerald Brooks	Ext.	--
Chief Student Services Officer:	Drew Matlock	Ext.	--
Chief Research Officer:	Foster Fowler	Ext.	--
Chief Planning Officer:	Gary Davis	Ext.	--
Chief Academic Officer:	Neal Wilson	Ext.	--
Information Resource Management Officer:	Ralph Sealand	Ext.	--

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **MIDLANDS TECHNICAL COLLEGE**

Telephone: **738-1400**

Address: **P. O. Box 2408, Columbia, S. C. 29202**

President: **Dr. James R. Hudgins**

Ext. **738-7600**

I. E. Coordinator: **Dorcas Kitchings**

Ext. **822-3584**

Fax. **822-3619**

E. Mail Internal

External

Chief Financial Officer: **Dr. Lester Reed**

Ext. **822-3200**

Chief Student Services Officer: **Dr. Ken Atwater**

Ext. **822-3500**

Chief Research/Planning Officer: **Dorcas Kitchings**

Ext. **822-3584**

Interim Chief Academic Officer: **Mary Robertson**

Ext. **738-7606**

Information Resource Management Officer: **Mickey Brandstadter**

Ext. **738-7624**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Director, Faculty & Program Development - Janice Cullen (Directs
Academic Program Review)

Ext. **738-7610**

Dean, Student Entry & Enrollment Service - Sandi Oliver (Coordinates
studies of Student Development Programs and assessment of
Student Personal Growth.)

Ext. **738-7699**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **ORANGEBURG-CALHOUN TECHNICAL COLLEGE** Telephone: **536-0311**

Address: **3250 St. Matthews Road N.E., Orangeburg, S.C. 29115**

President: **M. Rudy Groomes** Ext. **200**

I. E. Coordinator: **Nancy H. Coleman** Ext. **245**

Fax. **531-4364** E. Mail Internal **NColeman** External **OCT1**

Chief Financial Officer: **Larry Leslie** Ext. **220**

Chief Student Services Officer: **Margaret Roberts** Ext. **230**

Chief Research/Planning Officer: **Nancy H. Coleman** Ext. **245**

Chief Academic Officer: **Pat Black** Ext. **265**

Information Resource Management Officer **Dean Flansburg**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Bobbie M. Felder, Director of Admissions/Records Ext. **324**

Robert Johnson, Director of Assessment Ext. **205**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **PIEDMONT TECHNICAL COLLEGE** Telephone: **941-8324**

Address: **P.O. Drawer 1467, Greenwood, S.C. 29649**

President: **Dr. Lex Walters** Ext. **8301**

I. E. Coordinator: **Dick Shelton** Ext. **8353**

Fax. **941-8555** E. Mail Internal **FRODO** External **FRODO**

Chief Financial Officer: **Dr. John Morgan** Ext. **8311**

Chief Student Services Officer: **Jo Roper** Ext. **8350**

Chief Research/Planning Officer: **Dick Shelton** Ext. **8353**

Chief Academic Officer: **Thomas Mecca** Ext. **8307**

Information Resource Management Officer: **Keith Ashwood**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

**Stephanie Cothran, Research/Institutional
Effectiveness Associate** Ext. **8354**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **SPARTANBURG TECHNICAL COLLEGE**

Telephone: **591-3600**

Address: **P.O. Box 4386, Spartanburg, S.C. 29305**

President: **Dr. Jack Powers**

Ext. **3610**

I. E. Coordinator: **Teko B. Pelumi**

Ext. **3626**

Fax. **591-3642** E. Mail Internal **Pelumi** External **Pelumi @ STC**

Chief Financial Officer: **Ralph Waddell**

Ext. **3616**

Chief Student Services Officer: **Jo Ellen Cantrell**

Ext. **3805**

Chief Research Officer: **Teko B. Pelumi**

Ext. **3626**

Chief Planning Officer: **Jocelle Allen**

Ext. **3622**

Chief Academic Officer: **Henry Giles**

Ext. **3613**

Information Resource Management Officer: **Pete Gallen**

Ext. **3680**

Other Faculty/Staff assisting with Assessment/I.E. Initiatives
(note specific responsibilities)

Bob Isenhower, Remedial/Development Study

Ext. **3858**

Sheila Garrett, General Education Outcomes

Ext. **3854**

Pam Hagan, Transfer Study/AA/AS Study

Ext. **3634**

Karen Atkins, Licensure & Certification

Ext. **3835**

Debra Kay, Library Assessment

Ext. **3760**

**Sandy Winkler, Program Review/DACUM/Outcomes
Assessment**

Ext. **3765**

**Jo Ellen Cantrell, Retention/Student Development/Entry
Level Skills**

Ext. **3807**

Susan Graham, Assessment of Majors

Ext. **3874**

Reggie Wilburn, Alumni/Graduates Follow-up

Ext. **3808**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **TECHNICAL COLLEGE OF THE LOWCOUNTRY** Telephone: **525-8324**

Address: **P.O. Box 1288, 100 S. Ribaut Road, Beaufort, S.C. 29901-1288**

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Chief Student Services Officer: **Ms. Gail Quick** Ext. **8216**

Chief Research/Planning Officer: **Dr. Robert P. Hogan** Ext. **8233**

Chief Academic Officer: **Dr. Charles Gould** Ext. **8257**

Information Resource Management Officer: **Dr. Charles Gould** Ext. **8257**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Mr. Clyde Hincer, Business Manager Ext. **8251**

Mr. Fred Seitz Ext. **8204**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **TRI-COUNTY TECHNICAL COLLEGE** Telephone: **646-8361**
Address: **P.O. Box 587, Pendleton, S.C. 29670**
President: **Dr. Don Garrison** Ext. **2100**
I. E. Coordinator: **Ann Libby** Ext. **2357**
Fax. **646-8256** E. Mail Internal **SAS** External **TRCTEC::SAS**
Chief Financial Officer: **Tom Lewis** Ext. **2367**
Chief Student Services Officer: **Al Norris** Ext. **2205**
Chief Research/Planning Officer: **Ann Libby** Ext. **2357**
Chief Academic Officer: **Durell Rochester** Ext. **2110**
Information Resource Management Officer: **Rosalind Hammett** Ext. **2133**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Catherine Dalhquist	Ext. 2426
Denice Gardner	Ext. 2139
Angie Webb	Ext. 2138

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **TRIDENT TECHNICAL COLLEGE**

Telephone: **572-6111**

Address: **P.O. Box 10367, Charleston, S.C. 29411**

President: **Dr. Mary Dellamura**

Ext. **6241**

I. E. Coordinator: **Phyllis Meyers**

Ext. **6237**

Fax. **572-6109**

E. Mail Internal

External **ZP JOHNSONR At A1 At AVAX**

Chief Financial Officer: **Mike Gross**

Ext. **6198**

Chief Student Services Officer: **Dr. Hal Salisbury**

Ext. **6010**

Chief Research/Planning Officer: **Richelieu Johnson**

Ext. **6237**

Chief Academic Officer: **Dr. Linda Ziegler**

Ext. **6238**

Information Resource Management Officer: **Harvey Byrd**

Ext. **6212**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

**Dean, Student Admin. Svcs. Lynne Ankersen, Assessment of
Student Development**

Ext. **6137**

**Dean, Student Success, Donna Thigpen, Assessment of
Student Development**

Ext. **6393**

Dir. of Curriculum Devmt. Betty Howe, Assessment of Majors

Ext. **6054**

**Dean, Arts & Science, Don Ammons, Assessment of
General Studies**

Ext. **6045**

**Director, Financial Svcs. Lynn Hopkins, Assessment
of Admin. Services**

Ext. **6222**

**Assoc. VP for Marketing, Barbara Steinhoff, Assessment
of Admin. Services**

Ext. **6356**

**Director, Insti. Research, Phyllis Myers, Coordination
of IE Projects**

Ext. **6234**

Research Analyst John Carroll, Assessment of Retention

Ext. **6396**

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **WILLIAMSBURG TECHNICAL COLLEGE** Telephone: **354-2021**

Address: **601 Lane Road, Kingstree, S.C. 29556-4197**

President: **Dr. John Wynn** Ext. --

I. E. Coordinator: **Beverly Grossman** Ext. --

Fax. **354-7269** E. Mail Internal External **WIL:GROSSMANB**

Chief Financial Officer: **James Donnally** Ext. --

Chief Student Services Officer: **Vacant** Ext. --

Chief Planning Officer: **Beverly Grossman** Ext. --

Chief Research Officer: **Jo Ann Grant** Ext. --

Chief Academic Officer: **J. W. Campbell** Ext.

Information Resource Management Officer: -- Ext.

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

IRM Warren Anderson

Adm/Fac Lynn Selph

Adm/Fac Tom Vann

**INSTITUTIONAL EFFECTIVENESS
Key Contacts by Institution**

College: **YORK TECHNICAL COLLEGE**

Telephone: **327-8000**

Address: **425 S. Anderson Road, Rock Hill, S.C. 29730**

President: **Dennis Merrell**

Ext. **8050**

I. E. Coordinator: **Arno Helm**

Ext. **8042**

Fax. **327-8059** E. Mail Internal **HELM AT A1** External **HELM AT A1 AT VADER**

Chief Financial Officer: **Dennis Gribenas**

Ext. **8015**

Chief Student Services Officer: **Larry Erwin**

Ext. **8016**

Chief Research/Planning Officer: **Arno Helm**

Ext. **8042**

Chief Academic Officer: **Edie Robbins**

Ext. **8014**

Information Resource Management Officer: **Alan Broyles**

Other Faculty/Staff designated to assist with Assessment/I.E. Initiatives
(note specific responsibilities)

Chief Development Officer: **Dr. Edward Duffy**

Ext. **8012**

Instructional Developer: **Louise Rhyne**

Ext. **8030**

"We Care" Chairperson: **Sherry Glenn**

Ext. **8292**

Retention Counselor: **Ginny Borell**

Ext. **8357**

INSTITUTIONAL DATA BASES

INSTITUTION: AIKEN TECHNICAL COLLEGE

TELEPHONE: 593-9231

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. Enrollment (Demographic data)	Dan Traylor	Basic	State Tech Network
II. Grades Analysis data	Dan Traylor	Basic	State Tech Network
III. Retention Analysis	Dan Traylor	Basic	State Tech Network

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: CHESTERFIELD-MARLBORO TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Charlene Huntley

TELEPHONE: 537-5286

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. TECADMIN - a. Student Module - Records, Registration, etc. b. Financial Aid - Student Financial Aid c. Finance - Accts. Rev. & Payables, Purchasing, etc.	Charlene Huntley	COBOL, DTR, DBMS, TDMS	State Network, Local Network
2. STUDENT SURVEYS - Follow-ups	Charlene Huntley	COBOL, TDMS, SAS	Local Network, State Network
3. Word Processing	Charlene Huntley	WPS PLUS/VMS	Local Network, State Network
4. Spread Sheet	Charlene Huntley	20/20	Local Network, State Network
II. SCANTRON - ACT	Mary Kay Newton	BASIC, DBase	Diskette (3-1/2), State Network, Local Network (data only)

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: DENMARK TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Rita C. Kelly

TELEPHONE: 793-3301

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
TECADMIN/CLEMSON			
a. Student records: name, address, application data, test scores, registration, grades, class rolls	Rita C. Kelly	Cobol	Local Network
b. Financial Aid records: name, address, awards			
c. Billing records: student accounts receivable			
d. Finance records: general ledger, revenue, expense, encumbrance			
e. Student Tracking System: will track all students for period requested.	Rita C. Kelly	Cobol	Local Network
f. Pre-check system: academic advising interactive for registration.	Rita C. Kelly	Cobol	Local Network
g. Final check system: checks to ensure students have paid fees and have been advised. Gives student a ticket for class and marks student record with a = to indicate student has cleared final check.	Rita C. Kelly	Cobol	Local Network

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**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: FLORENCE-DARLINGTON TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: James Busbee

TELEPHONE: 661-8005

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. SIS - Student Information System	David Byrd	Cobol	Paper, Disc. State Network
II. Lotus	Terry Alexander	Cobol	Disc, Paper

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**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: HORRY-GEORGETOWN TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Ralph Sealander

TELEPHONE: 347-3186

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. SIS	Ralph Sealander	--	Internal
II. Various Word Processing Capabilities			

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: MIDLANDS TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Mickey Brandstadter

TELEPHONE: 738-7624

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. All Survey Analysis: A. Alumni Survey B. Graduate Survey C. Student Opinion D. Employee Opinion E. Library User Survey F. Employer Survey II. Word Processing A. Word Perfect B. Pagemaker	Cathy Page	SAS	Disk, Paper, State Tech

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**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: ORANGEBURG-CALHOUN TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Dean Flansburg

TELEPHONE: 536-0311 ext. 262

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
1. Student Information System	Bobbie Felder	TECADM	Clemson System-Vax
Financial Operations	Retta Guthrie	TECADM	Clemson System-Vax
Student Recruiting	Bobbie Felder	EMAS +	Microcomputer
Word Processing	College-Wide	Word Perfect	Microcomputer
Spreadsheet	College-Wide	Lotus	Microcomputer
Statistical Packages	Nancy Coleman	SAS	Microcomputer

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: PIEDMONT TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Keith Ashwood

TELEPHONE: 941-8344

DATA BASE	CONTACT PERSON	PROGRAM LANGUAGE	ACCESS AVAILABILITY
(BRIEFLY DESCRIBE EACH)		(COBOL, SAS, ETC.)	(PAPER, DISC, STATE TECH NETWORK, ETC.)
1. Retention Program - Quarter to Quarter, Year to Year, by Major, by first time, transfer, continuing, and reinstated students.	Stephanie Cothran	BASIC	Paper
2. First Time Students - by high school	Stephanie Cothran	BASIC	State Network
3. Average Section Size - by class, day/night	Stephanie Cothran	BASIC	State Network
4. Off Campus Report - by class	Stephanie Cothran	BASIC	Paper
5. Program Evaluation - by program	Stephanie Cothran	BASIC	Paper
6. Test Scores Report - by Quarter, by TABE & ASSET	Stephanie Cothran	BASIC	Paper
7. Transfer Program	Stephanie Cothran	BASIC	State Network
8. Marketing Surveys	Stephanie Cothran	dBASE	Disk
9. Registration Survey	Stephanie Cothran	Microtest Survey Package	Disk
10. Graduate Survey	Stephanie Cothran	Microtest Survey Package	Disk
11. Library Survey - by faculty/staff and students	Stephanie Cothran	Microtest Survey Package	Disk
12. Employer Satisfaction Survey	Stephanie Cothran	Microtest Survey Package	Disk
13. Advising Survey	Stephanie Cothran	Microtest Survey Package	Disk

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: PIEDMONT TECHNICAL COLLEGE (Con't)

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Keith Ashwood

TELEPHONE: 941-8344

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
14. Quarterly Dropout Survey	Stephanie Cothran	Survey Pro Package	Disk
15. Non-returning/no show student survey	Stephanie Cothran	Survey Pro Package	Disk
16. Assessing Principles for Good Practices in Undergraduate Education Survey	Stephanie Cothran	dBase	Disk
17. Assessing Perceived Quality and Satisfaction with Student Development Programs	Stephanie Cothran	dBase	Disk

6-III A

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: SPARTANBURG TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Pete Gallen

TELEPHONE: 591-3680

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I.			
1. TECADM - Administrative System Student Records, Course Catalog Admissions, Financial Aid, Accounts Receivable/Payable, Finance, Purchasing	Tina Reid	COBOL, TDMS, DATATRIEVE, CDD, DBMS	INTERACTIVE, LOCAL, NETWORK
2. Nibbler - potential student tracking system	Tina Reid	BASIC, FMS	INTERACTIVE, LOCAL, NETWORK
3. Inventory - Inventory Tracking System	Tina Reid	RDB, RALLY	INTERACTIVE, LOCAL, NETWORK
4. ALLINI - Wordprocessing, Electronic Mail, Conferencing, 20/20 Spreadsheet	Pat Greene		INTERACTIVE, LOCAL, NETWORK
5. SAS - Statistical Package	Tina Reid	SAS	INTERACTIVE, LOCAL, NETWORK

VI-III-10

INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES

INSTITUTION: SPARTANBURG TECHNICAL COLLEGE (con't)

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Pete Gallen

TELEPHONE: 591-3680

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
II. MICROCOMPUTERS	Greg Holliday		INTERACT, LOCAL NETWORK PC. PAPER
WORDPERFECT 5.1 LOTUS 2.1, 1.1, 2.0, 3.1 dBASE III+, IV			
ASSET - Student Assessment System, Personal Data Test Scoring Results Statistics	Pat Burton		DISC, PAPER, INTERACTIVE
EAP - Financial Aid Package	Lorraine Hovis		DISC, PAPER, INTERACTIVE
Raisers Edge - Contribution, Foundation System	Gloria Owenby	Works with Workperfect	DISC, PAPER, INTERACTIVE
Personal Data Base	Barbara Suttles	PFS	DISC, PAPER, RAINBOW

II-III A

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: TECHNICAL COLLEGE OF THE LOWCOUNTRY

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Dr. Charles Gould

TELEPHONE: 525-8324 ext. 8257

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. Clemson Software	Susan Bush		State Network
II. VAX	Susan Bush	Word Perfect SAS	State Network

VIII-12

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: TRI-COUNTY TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Rosalind Hammett

TELEPHONE: 646-8361 ext. 2133

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I.			
1. 2-System (Student Information)	Rosalind Hammett	--	VAX 1620
2. Alumni Data-file	Debbie Nelms	Cobol	VAX 1620
3. All-in-1	Rosalind Hammett	--	VAX 1620
4. FAM (Financial Aid Package)	Rosalind Hammett	--	VAX 1620
5. IQ Query	Rosalind Hammett	--	VAX 1620
6. SAS	Ann Libby	--	VAX 750
II.			
Research & Evaluation Dept.			
Word Perfect 5.1	Ann Libby	--	PC - DOS
Lotus	Ann Libby	--	PC - DOS
D-Base IV	Ann Libby	--	PC - DOS
SAS - PC	Ann Libby	--	PC - DOS

VIII-13

**INSTITUTIONAL DATA BASES/APPLICATIONS
SUPPORTING ASSESSMENT/EFFECTIVENESS INITIATIVES**

INSTITUTION: TRIDENT TECHNICAL COLLEGE

DIRECTOR/INFORMATION RESOURCE MANAGEMENT: Harvey Byrd

TELEPHONE: 572-6212

DATA BASE (BRIEFLY DESCRIBE EACH)	CONTACT PERSON	PROGRAM LANGUAGE (COBOL, SAS, ETC.)	ACCESS AVAILABILITY (PAPER, DISC, STATE TECH NETWORK, ETC.)
I. SIS	Julie Cramer	Cobol	College Network State Network
FOCUS	Henry Cope		College Network
AI-Electronic Messaging	Ruth Gabriel		College Network State Network
II. Word Processing			
Word Perfect 5.1	Ruth Gabriel		College-wide
WPS Plus			College Network

VIII-14

METHODOLOGIES/SURVEYS

AIKEN TECHNICAL COLLEGE
1991 NONRETURNING STUDENT SURVEY

SURVEY# _____

Our records indicate you attended Aiken Technical College in Fall 1991, but did not enroll for the Winter Quarter. I would appreciate it if you would answer the following questions as completely and honestly as possible and return the completed survey in the envelope provided.

Your answers will be kept strictly confidential and never individually identified. The survey number is only used to track our mailings and prevent unnecessary and costly second mailings. Please make any comments you wish in the section provided. Thank you.

SOCIAL SECURITY NUMBER: _ _ _ - _ _ - _ _ _

1. Why did you not return to Aiken Technical College Winter Quarter 1991? (Please check all that apply.)

- ☐ 1. Completed desired courses.
- ☐ 2. Completed graduation requirements.
- ☐ 3. Transferred to another school. (Which one?) _____
- ☐ 4. Financial difficulties.
- ☐ 5. Lost interest.
- ☐ 6. Work schedule conflict.
- ☐ 7. Changed career/academic goals
- ☐ 8. Coursework too difficult.
- ☐ 9. Family/personal problems (child care; marriage; divorce; birth; death; etc.)
- ☐ 10. Moved out of area.
- ☐ 11. Health or medical.
- ☐ 12. Dissatisfied with program of study.
- ☐ 13. Other (please specify) _____

2. From the reasons you checked in question 1, please enter the number of the MAIN REASON you did not return to ATC for the Winter Quarter. _____

3. What one main educational objective did you hope to achieve at ATC?

- ☐ 1. Develop/improve specific job skills.
- ☐ 2. Earn a degree, diploma or certificate at ATC.
- ☐ 3. Take courses for transfer to a 4 year college.
- ☐ 4. Take courses for personal interest.

4. Did you achieve this educational objective?

- ☐ 1. Yes
- ☐ 2. No

5. Would you recommend ATC to:

- | | | |
|---|------------------------------|-----------------------------|
| a. someone interested in attending College? | ☐ Yes | ☐ No |
| b. someone interested in your program of study? | ☐ Yes | ☐ No |
| c. your children | ☐ Yes | ☐ No |

6. Please indicate both your level of satisfaction with the following Aiken Technical College services/activities. Enter the number that best describes your response. (Please make any comments you wish on the last page of this survey.)

SATISFACTION

- 4 = Very Satisfied
3 = Satisfied
2 = Dissatisfied
1 = Very Dissatisfied
0 = Did not use

PROGRAM/SERVICE

- | | |
|-----------------------------|--|
| ☐ a. | Financial Aid Services |
| ☐ b. | Counseling Services |
| ☐ c. | Academic Advising |
| ☐ d. | Library Resources |
| ☐ e. | Student Activities |
| ☐ f. | Cafeteria Services |
| ☐ g. | Career Placement Services |
| ☐ h. | Parking Facilities |
| ☐ i. | Admission Process |
| ☐ j. | Registration Process |
| ☐ k. | New Student Orientation |
| ☐ l. | Quality of instruction in your major area of study |
| ☐ m. | Out of class availability of instructors |
| ☐ n. | Appearance of classrooms and laboratories |
| ☐ o. | Instructional equipment/supplies |
| ☐ p. | Availability of courses |

7. If you could change one thing about ATC, what would you change? _____

8. What did you like best about ATC? _____

9. Please check everyone with whom you discussed your decision not to return for the winter term.

- ☐ 1. My advisor
- ☐ 2. ATC counselor
- ☐ 3. ATC faculty (not my advisor)
- ☐ 4. Family
- ☐ 5. Friend
- ☐ 6. Employer
- ☐ 7. Other _____

10. Are you currently enrolled in any classes? (Check only one)

- ☐ 1. Yes, enrolled full-time (Where?) _____
- ☐ 2. Yes, enrolled part-time (Where?) _____
- ☐ 3. No

11. Do you plan to enroll in classes in the next 12 months?

- ☐ 1. Yes, at ATC
- ☐ 2. Yes, at _____
- ☐ 3. Unsure (where)
- ☐ 4. No

12. Which statement best describes your current employment status? (Select one answer only.)

- ☐ 1. Employed full-time (more than 30 hours per week).
- ☐ 2. Employed part-time
- ☐ 3. Full-time homemaker _____
- ☐ 4. Full-time college student
- ☐ 5. Unemployed - seeking work
- ☐ 6. Unemployed - not seeking work
- ☐ 7. Retired
- ☐ 8. Other _____

If you checked answers 3 - 8,
please skip to question 14

13. To what extent is your current job related to your field of study at Aiken Technical College?

- ☐ 1. Directly related
- ☐ 2. Somewhat related
- ☐ 3. Not related

14. What was your usual employment status during the 1991 Fall quarter? (Select one answer only)

- ☐ 1. Worked 30 hours/week or more
- ☐ 2. Worked 15-29 hours/week
- ☐ 3. Worked less than 15 hours/week
- ☐ 4. Did not usually work

COMMENTS. Please use this space to make comments. _____

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

1991 AIKEN TECHNICAL COLLEGE ALUMNI SURVEY

Please answer the following questions as completely and honestly as possible and return the completed survey in the envelope provided.

Your answers will be kept strictly confidential and never individually identified. Your social security number is used to track our mailings and prevent unnecessary and costly second mailings. Please make any comments you wish in the section provided. Thank you.

SOCIAL SECURITY NUMBER: _ _ _ - _ _ - _ _ _ _ _

1. Which of the following best describes your objectives at ATC? (Select all that apply.)

- ☐ 1. Learn skills to get a new job.
- ☐ 2. Learn skills to advance in current job.
- ☐ 3. Earn a degree for transfer to a four year college.
- ☐ 4. Take courses for transfer to a four year college.
- ☐ 5. Improve basic skills in math, English, writing.
- ☐ 6. Earn a degree/diploma/certificate from ATC.
- ☐ 7. Take courses for personal enrichment.
- ☐ 8. Other

2. From the list of objectives in question 1, enter the number of your MAIN objective at ATC ____.

- a. Did you achieve your MAIN objective?

- ☐ 1. Yes (Completely)
- ☐ 2. Yes (Partially)
- ☐ 3. No (If No, please explain why not)

- b. To what extent did you education at ATC contribute to your progress toward your MAIN objective?

- ☐ 1. Contributed very much.
- ☐ 2. Contributed a little.
- ☐ 3. Contributed nothing.

- c. Is this MAIN objective the same one you had when you first enrolled at ATC?

- ☐ 1. Yes
- ☐ 2. No. If not, what was your first main objective?
(Use appropriate number from question 1.)

3. What Major/Program did you graduate in? _____

4. Would you recommend ATC to:

- a. someone interested in attending College? 1. Yes 1. No
b. someone interested in your program of study? 2. Yes 2. No
c. your children 3. Yes 3. No

5. Please indicate your level of satisfaction with the following Aiken Technical College services/activities. Enter the number that best describes your response. (Please make any comments you wish on the last page of this survey.)

VERY SATISFIED	SOMEWHAT SATISFIED	SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	DISSATISFIED	DID NOT USE/ NO OPINION
6	5	4	3	2	1	0

- a. Financial Aid Services
 b. Counseling Services
 c. Academic Advising
 d. Library Resources
 e. Student Activities
 f. Cafeteria Services
 g. Career Placement Services
 h. Parking Facilities
 i. Admission Process
 j. Registration Process
 k. New Student Orientation
 l. Your major program of study
 m. Quality of instruction in your major program of study
 n. General Education (non program degree requirements; English, Math, etc.)
 o. Quality of instruction in general education
 p. Out of class availability of instructors
 q. Appearance of classrooms and laboratories
 r. Instructional equipment/supplies
 s. Availability of courses
 t. Overall educational experience at ATC.

6. If you could change one thing about ATC, what would you change? _____

7. What did you like best about ATC? _____

8. Do you feel your ATC experiences have improved your quality of life?

- ☐ 1. Yes
- ☐ 2. No

9. Which statement best describes your current employment status? (Select one answer only.)

- ☐ 1. Employed full time (more than 30 hours per week).
- ☐ 2. Employed part-time
- ☐ 3. Full-time homemaker
- ☐ 4. Full-time college student
- ☐ 5. Unemployed - seeking work
- ☐ 6. Unemployed - not seeking work
- ☐ 7. Retired
- ☐ 8. Other

If you checked answers
3 - 8, please skip to
Question 13.

10. Is your current job related to your field of study at Aiken Technical College?

- ☐ 1. Yes, directly related
- ☐ 2. Yes, somewhat related
- ☐ 3. (If NO please indicate why not. Select one response only) _____

11. How well did ATC prepare you for your current job?

- ☐ 1. Very Well
- ☐ 2. Adequately
- ☐ 3. Poorly
- ☐ 4. Not at all
- ☐ 5. My current job is not related to my program of study at ATC. 12.

12. When did you start your current job? (Select one answer only.)

- ☐ 1. Before enrolling at ATC.
- ☐ 2. While attending ATC.
- ☐ 3. After graduation from ATC.

13. While attending ATC, what was your usual employment status?

- ☐ 1. Employed full-time (30 or more hours per week)
- ☐ 2. Employed part-time
- ☐ 3. Worked every now and then
- ☐ 4. Did not work.

14. Are you currently enrolled in any classes? (Check only one)

- ☐ 1. Yes, enrolled full-time (Where?) _____
- ☐ 2. Yes, enrolled part-time (Where?) _____
- ☐ 3. No

- ☐ 1. Yes, but I am not sure where.
- ☐ 2. Yes, at Aiken Technical College.
- ☐ 3. Yes, at another 2 year college (Name: _____)
- ☐ 4. Yes, at a 4 year college (Name: _____)
- ☐ 5. I am currently undecided.
- ☐ 6. No, I do not plan to continue my education in the next five years.

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

COMMENTS. Please use this space to make comments. _____

FALL 1991 NEW STUDENT GOAL SURVEY

Social Security Number: _____

1. What is your main educational goal at ATC? (Select one answer only)

- ☐ 1. Learn skills to get a new job.
- ☐ 2. Learn skills to advance in current job.
- ☐ 3. Earn a degree for transfer to a four year college.
- ☐ 4. Take courses for transfer to 4 year college.
- ☐ 5. Improve basic skills in math, English, writing.
- ☐ 6. Earn a degree/diploma/certificate from ATC.
- ☐ 7. Take courses for personal interest/improvement.
- ☐ 8. Other _____

2. What is the highest college degree you expect to earn? (Select one answer only)

- ☐ 1. Will not earn a degree
- ☐ 2. Certificate or Diploma program
- ☐ 3. Associate's degree (2 yr)
- ☐ 4. Bachelor's degree (4 yr)
- ☐ 5. Graduate or professional degree beyond Bachelor's
- ☐ 6. Undecided

3. Please check each advertising source listed below on which you saw or heard advertising for ATC. Please CIRCLE the ONE advertising source that provided you the most useful information about ATC.

- | | |
|--|---|
| ☐ 1. Television (ABC/NBC/CBS) | ☐ 5. Newspaper |
| ☐ 2. Mail to your home | ☐ 6. Videos |
| ☐ 3. Cable TV (CNN/ESPN) | ☐ 7. Other _____ |
| ☐ 4. Radio | |

4. How often do you read the newspaper?

- | | |
|---|---|
| ☐ 1. Daily | ☐ 3. Once a week |
| ☐ 2. More than once a week | ☐ 4. Less than once a week |

5. Which newspaper do you read? (Check all that apply)

- | | |
|--|---|
| ☐ 1. Augusta Chronicle | ☐ 4. The Post |
| ☐ 2. Aiken Standard | ☐ 5. Metropolitan Spirit |
| ☐ 3. North Augusta Star | ☐ 6. Other _____ |

6. What were your MAIN sources of information about Aiken Technical College? (You may check up to three responses.) Please CIRCLE the most important one.

- | | |
|---|--|
| ☐ 1. TV | ☐ 8. Relative/Friends |
| ☐ 2. Radio | ☐ 9. Employer |
| ☐ 3. Newspaper | ☐ 10. Former student |
| ☐ 4. Master Schedule | ☐ 11. ATC Representative |
| ☐ 5. ATC Catalog | ☐ 12. Mail from the College |
| ☐ 6. Visit to ATC Campus | ☐ 13. Other _____ |
| ☐ 7. High school teacher/counselor | |

7. Who helped you decide to attend Aiken Technical College? (You may check up to three responses.) Please **CIRCLE** the most important one.

☐ 1. Parents/Guardian	☐ 4. Other relative
☐ 2. High school teacher	☐ 5. High school counselor
☐ 3. High school friend	☐ 6. Other friend

8. What were your most important reasons for selecting Aiken Technical College? (You may check up to three responses.) Please **CIRCLE** the most important one.

☐ 1. Programs offered	☐ 5. Friends attending
☐ 2. Low cost	☐ 6. Close to home
☐ 3. General academic reputation	☐ 7. Other _____
☐ 4. Academic quality in program	

9. Was Aiken Technical College your first choice for College?

☐ 1. Yes
☐ 2. No. What was your first choice? _____

10. If you were a high school graduate in 1991, when did you decide to attend ATC?

☐ 1. During my junior year	☐ 3. After graduation
☐ 2. During my senior year	☐ 4. Other _____

11. How many times did you visit the ATC campus before you decided to enroll? _____

The following questions provide information required by the Federal Government to determine the College's eligibility for specific funds. If you are not sure of an answer, please make the best guess possible.

12. Please check the approximate range of your family's total income from all sources in 1990 (Select one answer only):

☐ 1. Less than \$ 9,929	☐ 6. \$23,490 - \$26,879
☐ 2. \$ 9,930 - \$13,319	☐ 7. \$26,880 - \$30,269
☐ 3. \$13,320 - \$16,709	☐ 8. \$30,270 - \$33,659
☐ 4. \$16,710 - \$20,099	☐ 9. More Than \$33,660
☐ 5. \$20,100 - \$23,489	

13. Please check the highest education level for each parent.

(Check ONLY one for each Parent)	<u>MOTHER</u>	<u>FATHER</u>
Attended High School	1. ☐	1. ☐
Graduated High School or GED	2. ☐	2. ☐
Attended College	3. ☐	3. ☐
Associate's Degree	4. ☐	4. ☐
Bachelor's Degree	5. ☐	5. ☐
Master's Degree	6. ☐	6. ☐
Doctorate	7. ☐	7. ☐

14. How many people live in your home (including yourself)? _____

15. Do you live with your parents/legal guardian?

☐ 1. Yes
☐ 2. No

Section 1: We are interested in your overall assessment of the services listed below. Please circle your response. If you have never used a service, please circle "N/A" (Not Applicable). If you circle "NO", you are encouraged to use the "COMMENTS" section to identify the primary reason for your response.

1.	Does the food service provided on campus meet your needs?	YES	NO	N/A
COMMENTS:				
2.	Are the books you need for your classes available in the bookstore at the beginning of each term?	YES	NO	N/A
COMMENTS:				
3.	Are the supplies, other than books, that you need for your classes usually available in the bookstore?	YES	NO	N/A
COMMENTS:				
4.	Do the publications produced for and about Aiken Technical College create a positive image for the college?	YES	NO	N/A
COMMENTS:				
5.	Did the materials you received before you enrolled provide you the information needed about the college's programs?	YES	NO	N/A
COMMENTS:				
6.	Is the computer equipment/software you need for your course work available when you need it?	YES	NO	N/A
COMMENTS:				
7.	Are the policies relating to tuition, fees and refunds understandable?	YES	NO	N/A
COMMENTS:				
8.	Do you feel safe when you are on campus during the day?	YES	NO	N/A
COMMENTS:				
9.	Do you feel safe when you are on campus at night?	YES	NO	N/A
COMMENTS:				
10.	Are there sufficient signs on campus to find where you need to go?	YES	NO	N/A
COMMENTS:				

STUDENT SURVEY-2

Section 2: Please rate the overall performance of the following groups of employees on the service that they provide.

If you have not had any contact with a group, check "N/A".

For the groups with which you have had contact, check the appropriate response for each of the two questions.

	WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?					DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?				
	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N/A	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N/A
1. Cafeteria										
2. Business Office/Cashiers										
3. Security										
4. Bookstore										
5. Computer Support Staff (Not faculty)										
6. Admissions Office										
7. Financial Aid Office										
8. Career Development/Job Placement Office										
9. Counseling Office										
10. Library										
11. Student Records										
12. Asset Testing Center										
13. Division Dean Offices										
14. Academic Advisors										
15. Student Activities										

COMMENTS: If your comment applies to a specific employee group, please identify the group.

Section 3: We are interested in your opinions about the overall quality of the facilities on campus.

If you wish to note an exception, use the "Comments" Section. Indicate the facility you are commenting on with the appropriate number.

If you have never used the facility, please circle "N/A".

For the facilities you have used, circle your answer for each question.

	Is this facility large enough?	Is this facility properly equipped?	Is this facility properly lighted?	Is this facility a clean and pleasant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstore	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Lounge	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Computer Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Laboratories (not computer)	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
7. Parking	YES NO N/A	—————	YES NO N/A	YES NO N/A
8. Walkways and Grounds	YES NO N/A	—————	YES NO N/A	YES NO N/A
9. Cafeteria	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Game Room	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
12. Athletic Field	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific facility, please identify the facility.

Section 4: We are interested in your opinion of certain processes which directly affect you, the student. Please indicate your satisfaction with each process listed below by checking the appropriate response. If you have not been involved in a process, please check N/A.

	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	N/A
1. Admissions Process					
2. Registration Process					
3. Asset Testing Process					
4. Drop/Add Process					
5. Academic Advisement					

1. Type Student: _____ 1. Day _____ 2. Night _____ 3. Both
2. Status: _____ 1. Full-time _____ 2. Part-time
3. Sex: _____ 1. Female _____ 2. Male
4. Age: _____
5. In what program are you enrolled? _____ 1. Degree
_____ 2. Certificate
_____ 3. Diploma
_____ 4. Other Specify _____
6. Including this one, how many terms have you attended Aiken Technical College? _____
7. Have you ever attended another college? _____ 1. Yes _____ 2. No

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Section 1: We are interested in your overall assessment of the services listed below. Please circle your response.

If you are not familiar with a service or if you provide the service, please circle "N/A" (Not Applicable).

If you circle "NO", you are encouraged to use the "COMMENTS" section to identify the primary reason for your response.

1. Do you receive sufficient information from the finance area to plan your budget? YES NO N/A
COMMENTS:

2. Do you receive sufficient information from the finance area to monitor your expenses during the fiscal year? YES NO N/A
COMMENTS:

3. Are personnel policies readily available to you? YES NO N/A
COMMENTS:

4. Are personnel policies easy to understand? YES NO N/A
COMMENTS:

5. Are available benefits as well as changes in benefits explained in sufficient detail? YES NO N/A
COMMENTS:

6. Are the necessary instructional materials ordered properly and received in sufficient number prior to the beginning of each term? YES NO N/A
COMMENTS:

7. Do the publications produced for and about ATC create a positive image for the college? YES NO N/A
COMMENTS:

8. Are you provided sufficient opportunity for professional development by the College? YES NO N/A
COMMENTS:

9. Are purchases made through the purchasing office received in a timely fashion? YES NO N/A
COMMENTS:

10. Are you asked to provide input when renovations of your work space are planned? YES NO N/A
COMMENTS:

EMPLOYEE SURVEY-2

11. Is the space on our campus utilized effectively? YES NO N/A
COMMENTS:

12. Do internal communications keep you adequately informed? YES NO N/A
COMMENTS:

13. Do the advertising activities achieve the appropriate image for our college? YES NO N/A
COMMENTS:

14. Are the administrative computer resources available to you sufficient for the performance of your job responsibilities? YES NO N/A
COMMENTS:

15. Are conference/meeting rooms convenient to schedule? YES NO N/A
COMMENTS:

16. Does the food service provided on campus meet your needs? YES NO N/A
COMMENTS:

17. Is telephone service on campus adequate for your job requirements? YES NO N/A
COMMENTS:

18. Is the mail and distribution service on campus adequate for your job requirements? YES NO N/A
COMMENTS:

19. Do you feel safe when you are on campus during the day? YES NO N/A
COMMENTS:

20. Do you feel safe when you are on campus at night? YES NO N/A
COMMENTS:

21. Are there sufficient signs on campus? YES NO N/A
COMMENTS:

IF YOU ARE NOT DIRECTLY INVOLVED WITH STUDENTS, PLEASE GO TO SECTION 2, PAGE 4.

22. Do you feel that college recruitment activities and materials present an accurate and honest picture of the college? YES NO N/A

COMMENTS:

23. Are college admissions, assessment and placement procedures readily available to you? YES NO N/A

COMMENTS:

24. Are college admissions, assessment and placement procedures easy to understand? YES NO N/A

COMMENTS:

25. Do you feel that the college's placement test provides appropriate placement of students into entry-level courses? YES NO N/A

COMMENTS:

26. Do you receive sufficient information to advise students properly academically? YES NO N/A

COMMENTS:

27. Are student registration, schedule change and withdrawal procedures readily available to you? YES NO N/A

COMMENTS:

28. Are student registration, schedule change and withdrawal procedures easy to understand? YES NO N/A

COMMENTS:

29. Do you feel that the college's publications provide sufficient information about services provided to the students? YES NO N/A

COMMENTS:

EMPLOYEE SURVEY-4

Section 2, Part 1: On this page, please rate the services/programs provided by each group of employees.

If you have not had any contact with a group or if you are a member of the group, check "Never" for the first question and go to the next group of employees.

For the groups with which you have had contact, check the appropriate response for each question.

DURING THE LAST 12 MONTHS,
HOW OFTEN HAVE YOU USED
THE SERVICES/PROGRAMS
PROVIDED BY THIS GROUP OF
EMPLOYEES?

DO THESE SERVICES/PROGRAMS
PROVIDE THE SUPPORT OR
INFORMATION YOU NEED TO
PERFORM YOUR JOB?

	N E V E R	A F E W T I M E S	M O D E R A T E L Y	W E E K L Y	D A I L Y		YES	NO	NOT NEEDED
1. Food Service									
2. Cashiers									
3. Security									
4. Bookstore									
5. Computer Center									
6. Buildings Maintenance									
7. Grounds Maintenance									
8. Computer Equipment Maintenance									
9. Personnel Office									
10. Purchasing Office									
11. Accounting/Budget Office									
12. Telecommunications/Telephones									
13. Custodial/Housekeeping									
14. Continuing Education									
15. Library									

COMMENTS: If your comment applies to a specific employee group, please identify the group by number.

If you wish to make additional comments, please use the "Additional Comments" section on page 10.

Section 2, Part 2:
Please rate the overall
performance of each group
of employees on the service
that they provide.

WHEN YOU CALL UPON THEM
FOR ASSISTANCE, ARE THESE
EMPLOYEES HELPFUL?

DO THESE EMPLOYEES
RESPOND TO YOUR NEEDS
AND/OR REQUESTS IN A
TIMELY MANNER?

	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S		N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	COMMENTS
1. Food Service										
2. Cashiers										
3. Security										
4. Bookstore										
5. Computer Center										
6. Buildings Maintenance										
7. Grounds Maintenance										
8. Computer Equipment Maint.										
9. Personnel Office										
10. Purchasing Office										
11. Accounting/Budget Office										
12. Telecoms/Telephone										
13. Custodial/Housekeeping										
14. Continuing Education										
15. Library										

COMMENTS: If your comment applies to a specific employee group, please identify the group by number.

If you wish to make additional comments, please use the "Additional Comments" section on page 10.

EMPLOYEE SURVEY-6

Section 2, Part 1: On this page, please rate the services/programs provided by each group of employees.

If you have not had any contact with a group or if you are a member of the group, check "Never" for the first question and go to the next group of employees.

For the groups with which you have had contact, check the appropriate response for each question.

DURING THE LAST 12 MONTHS, HOW OFTEN HAVE YOU USED THE SERVICES/PROGRAMS PROVIDED BY THIS GROUP OF EMPLOYEES?

DO THESE SERVICES/PROGRAMS PROVIDE THE SUPPORT OR INFORMATION YOU NEED TO PERFORM YOUR JOB?

	N E V E R	F E W T I M E S	M O N T H L Y	W E E K L Y	D A I L Y		YES	NO	NOT NEEDED
16. Multimedia									
17. Word Processing Center									
18. Planning & Research Office									
19. Public Information Office									
20. Student Services Office									
21. Admissions									
22. Registration									
23. Student Records									
24. Counseling Services									
25. Career Planning and Job Placement									
26. College Work-Study									
27. Bridge Program									
28. Student Assessment/Academic Placement									
29. Student Financial Aid/VA									
30. Student Activities									

COMMENTS: If your comment applies to a specific employee group, please identify the group by number.

If you wish to make additional comments, please use the "Additional Comments" section on page 10.

Section 2, Part 2:

Please rate the overall performance of each group of employees on the service that they provide.

WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?

DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?

	N	S	M		N	S	M		
	E	O	O		E	O	O		
	V	M	T		V	M	T		
	E	E	I		E	E	I		
	R	S	M		R	S	M		
			A				A		
			L				W		
			W				A		
			A				Y		
			Y				S		
			S						
16. Multimedia									
17. Word Processing Center									
18. Planning & Research Office									
19. Public Information Office									
20. Student Services Office									
21. Admissions									
22. Registration									
23. Student Records									
24. Counseling Services									
25. Career Plan. & Job Placement									
26. College Work-Study									
27. Bridge Program									
28. Student Assessment/ Academic Placement									
29. Student Financial Aid/VA									
30. Student Activities									

COMMENTS

COMMENTS: If your comment applies to a specific employee group, please identify the group by number.

If you wish to make additional comments, please use the "Additional Comments" section on page 10.

IF YOU ARE NOT DIRECTLY INVOLVED WITH STUDENTS, PLEASE GO TO SECTION 3, PAGE 9.

Section 2, Part 3: The offices/procedures that provide student support programs are listed below. We are interested in your overall assessment of the services and programs that they provide to our students. We are also interested in your opinions about specific student activities and procedures.

If you are not familiar with the student service/program, or if you provide it, please circle "N/A". Circle your answer for each question.

	Are the programs/ services readily accessible to students?	Do the programs/services adequately meet the needs of students?	Are the programs/ services adequately publicized?
1. Admissions Office	YES NO N/A	YES NO N/A	YES NO N/A
2. Student Academic Advisement	YES NO N/A	YES NO N/A	YES NO N/A
3. Financial Aid Office	YES NO N/A	YES NO N/A	YES NO N/A
4. Career Planning/Job Placement	YES NO N/A	YES NO N/A	YES NO N/A
5. Student Information Center	YES NO N/A	YES NO N/A	YES NO N/A
6. Counseling Office	YES NO N/A	YES NO N/A	YES NO N/A
7. College Work Study	YES NO N/A	YES NO N/A	YES NO N/A
8. Registration	YES NO N/A	YES NO N/A	YES NO N/A
9. Student Activities	YES NO N/A	YES NO N/A	YES NO N/A
10. Job Training Partnership Act (JTPA)	YES NO N/A	YES NO N/A	YES NO N/A
11. Services for Students with Disabilities	YES NO N/A	YES NO N/A	YES NO N/A
12. Student Orientation Activities	YES NO N/A	YES NO N/A	YES NO N/A
13. Student Schedule Change and Withdrawal Procedures	YES NO N/A	YES NO N/A	YES NO N/A
14. College Admissions, Assessment and Placement Procedures	YES NO N/A	YES NO N/A	YES NO N/A
15. Admissions Process	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific service, please identify the service by number.

If you wish to make additional comments, please use the "Additional Comments" section on page 10.

Section 3: We are interested in your opinions about the overall quality of the facilities on campus.
If you wish to note an exception, use the Comments Section below or on page 10.

If you have never used the facility please circle "N/A".

For the facilities you have used, circle your answer for each question.

	Are these facilities large enough?	Are these facilities properly equipped?	Are these facilities properly lighted?	Do these facilities provide a clean, safe and pleasant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstore	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Lounge	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Computer Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Laboratories (not computer)	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
7. Parking	YES NO N/A	_____	YES NO N/A	YES NO N/A
8. Walkways and Grounds	YES NO N/A	_____	YES NO N/A	YES NO N/A
9. Cafeteria	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Office Space	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Conference/Meeting Rooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
12. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific facility, please identify the facility by number.

Section 4: Please check the appropriate information about you.

1. Employee Type: _____ 1. Faculty _____ 2. Staff _____ 3. Both
2. Status: _____ 1. Full-time _____ 2. Part-time
3. Gender: _____ 1. Female _____ 2. Male
4. Functional Area of Assignment: _____ 1. Academic Programs/Services _____ 2. Student Services
 _____ 3. Maintenance _____ 4. Administration (Non Academic)
5. How long have you been employed at ATC? _____ years

Additional Comments

GREENVILLE TECHNICAL COLLEGE

NEW AND CONTINUING STUDENT SURVEY

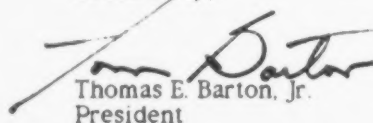
Dear Student,

Greenville Technical College is dedicated to excellence through its programs, personnel, and physical environment. As part of our continuing efforts to assure you of high quality post-secondary programs and services to help you achieve your educational or career goals, we must assess all aspects of the College. Therefore, we are administering the New and Continuing Student Survey to a sampling of classes to get students' opinions and input.

Please give serious consideration to each item and complete the survey as accurately as possible. Directions are given below. Decisions will be made on the basis of the survey results; your input is important.

We appreciate your time and cooperation in this vital evaluation process.

Yours truly,


Thomas E. Barton, Jr.
President

DIRECTIONS

1. The New and Continuing Student Survey has three sections:
Part I is to be completed by students who are enrolled in a curriculum course at GTC for the first time this quarter;
Part II is to be completed by students who have been enrolled in a curriculum course prior to this quarter;
Part III is to be completed by all students.
Every student should complete only two sections: either Part I or Part II and Part III.
2. Read the directions for each item carefully to determine if you should give only one response or if you should check all responses which apply.
3. Supply your social security number in Part III. All results will be reported as group data and individual responses will be kept confidential. However, results of subgroups (example: 'females', 'Business Division', etc.) are needed. Your social security number allows us to obtain needed demographic data without your having to supply such information on the survey form.
4. Complete all items in the appropriate sections. You may use a pen or a pencil.
5. Use the space provided in Part III for any comments or suggestions you wish to make.
6. Return the completed survey to your instructor.
7. Watch for survey results which will be published in the Spotlight. If you have any questions or comments regarding this survey, please contact Lucy M. Hinson, Institutional Research Specialist, in LC 201 or call 250-8390.

PART I

This section is to be completed by students enrolled at GTC for their first quarter.

1. How important was each of the following in your decision to enroll at GTC? Please choose only one rating for each item.

	Very Important	Somewhat Important	Not Important
a. Quality of educational program.....	_____	_____	_____
b. Good academic or vocational reputation.....	_____	_____	_____
c. Convenient location.....	_____	_____	_____
d. Low cost of attending.....	_____	_____	_____
e. Availability of chosen program of study.....	_____	_____	_____
f. Social atmosphere.....	_____	_____	_____
g. Size of the college.....	_____	_____	_____
h. Good chance of personal success.....	_____	_____	_____
i. Availability of financial aid.....	_____	_____	_____
j. Advice of parents or relatives.....	_____	_____	_____
k. Advice of someone who has attended GTC.....	_____	_____	_____
l. Advice of high school teacher or counselor.....	_____	_____	_____
m. Contact with Greenville Tech representative.....	_____	_____	_____

2. Do you feel you will need special help in any of the following areas while at GTC? Check all which apply.

- _____ a. Expressing ideas in writing
- _____ b. Improving reading speed/comprehension
- _____ c. Improving math skills
- _____ d. Developing better study or test-taking skills
- _____ e. Improving public speaking skills
- _____ f. Identifying a major area of study/appropriate career

3. How did you learn about Greenville Tech? Check all which apply.

- | | |
|---------------------------------|---|
| _____ a. Students at GTC | _____ g. High school classmates |
| _____ b. Graduates of GTC | _____ h. College brochure/pamphlet/catalog |
| _____ c. Co-workers or employer | _____ i. College representative's visit to school |
| _____ d. Parents or relatives | _____ j. Visit(s) to Greenville Tech campus |
| _____ e. High school teachers | _____ k. Articles/advertisements in newspaper |
| _____ f. High school counselors | _____ l. Announcements on radio/television |

4. What radio station(s) do you listen to? Check all which apply.

- | | | | |
|-------------------|-------------------|---------------|-----------------------|
| _____ a. WFBC(AM) | _____ d. WFBC(FM) | _____ g. WHYZ | _____ j. WBBO |
| _____ b. WSSL | _____ e. WMYI | _____ h. WESC | _____ k. Other(_____) |
| _____ c. WLWZ | _____ f. WWMM | _____ i. WROQ | _____ l. None |

5. What newspaper(s) do you read? Check all which apply.

- | | |
|---|--|
| _____ a. <u>The Greenville News</u> | _____ g. <u>The Easley Progress</u> |
| _____ b. <u>Greenville Piedmont</u> | _____ h. <u>Tribune-Times</u> |
| _____ c. <u>Anderson Independent-Mail</u> | _____ i. <u>The Greer Citizen</u> |
| _____ d. <u>Herald-Journal</u> | _____ j. <u>Travelers Rest Monitor</u> |
| _____ e. <u>The Pickens Sentinel</u> | _____ k. None |
| _____ f. Other (specify _____) | |

6. What television station do you watch most often? Check only one.

- | | | |
|-----------------------|--------------------------------|-----------------------|
| _____ a. WYFF(Ch. 4) | _____ c. WSPA(Ch. 7) | _____ e. WLOS(Ch. 13) |
| _____ b. WHNS(Ch. 21) | _____ d. Other (specify _____) | _____ f. None |

Please turn to Part III to complete the survey.

PART II

This section is to be completed only by students who have been enrolled in at least one credit course at GTC prior to this quarter.

1. Based on your GTC experiences, would you recommend Greenville Tech to a friend? ☐ YES ☐ NO

2. Please indicate your level of satisfaction with each of the following aspects of Greenville Technical College using the scale below.

VS: Very satisfied
S: Satisfied
D: Dissatisfied

VD: Very dissatisfied
NO: No opinion

	VS	S	D	VD	NO
a. Admission procedures.....	___	___	___	___	___
b. Registration procedures.....	___	___	___	___	___
c. Bookstore service/availability of materials.....	___	___	___	___	___
d. Cost of books.....	___	___	___	___	___
e. Academic advising.....	___	___	___	___	___
f. Student Records.....	___	___	___	___	___
g. Campus security.....	___	___	___	___	___
h. Condition of buildings/grounds.....	___	___	___	___	___
i. Quality of instruction.....	___	___	___	___	___
j. Availability of courses wanted/needed.....	___	___	___	___	___
k. Attitude of faculty toward students.....	___	___	___	___	___
l. Accuracy of college information received before enrolling.....	___	___	___	___	___
m. Attitude of staff toward students.....	___	___	___	___	___
n. Concern for you as an individual.....	___	___	___	___	___
o. Greenville Technical College in general.....	___	___	___	___	___

3. Please rate the following programs/services using the scale below. You should put an "X" in only one of the six columns for each program or service.

VS: Very satisfied
S: Satisfied
D: Dissatisfied

VD: Very dissatisfied
A/NU: Aware of/not used
NA/NU: Not aware of/not used

	VS	S	D	VD	A/NU	NA/NU
a. Career planning services.....	___	___	___	___	___	___
b. Job placement services.....	___	___	___	___	___	___
c. Financial aid services.....	___	___	___	___	___	___
d. Recreational/intramural programs.....	___	___	___	___	___	___
e. Library services.....	___	___	___	___	___	___
f. Health services.....	___	___	___	___	___	___
g. Student support services (tutoring).....	___	___	___	___	___	___
h. Food services.....	___	___	___	___	___	___
i. Student activities.....	___	___	___	___	___	___
j. Counseling services.....	___	___	___	___	___	___
k. New student orientation.....	___	___	___	___	___	___
l. Parking.....	___	___	___	___	___	___
m. Veterans services.....	___	___	___	___	___	___
n. Day care services.....	___	___	___	___	___	___
o. Writing Center.....	___	___	___	___	___	___
p. Math Center.....	___	___	___	___	___	___
q. Assistance/support from library staff.....	___	___	___	___	___	___

4. Does the library provide the resources needed to support your educational goals at GTC?
☐ Completely ☐ For the most part ☐ Inadequately ☐ Seriously deficient

Please turn to Part III to complete the survey.

PART III

This section is to be completed by ALL students.

1. Social security number: _____ (Please do not omit.)
2. What is your primary purpose in attending Greenville Tech? **Check only one.**
 _____ a. Take courses to transfer _____ c. Update job skills
 _____ b. Prepare for a new job or career _____ d. Take courses for personal interest
3. What is your immediate goal at GTC? **Check only one.**
 _____ a. Earn an Associate Degree
 _____ b. Earn a diploma or certificate
 _____ c. Take courses only
4. On the average, how many hours per week are you working this quarter? **Check only one.**
 _____ 0 - 10 _____ 11 - 20 _____ 21 - 30 _____ more than 30
5. How many hours per week do you spend caring for family members? **Check only one.**
 _____ 0 - 10 _____ 11 - 20 _____ 21 - 30 _____ more than 30
6. How many hours per week do you spend studying? **Check only one.**
 _____ 0 - 10 _____ 11 - 20 _____ 21 - 30 _____ more than 30
7. For each item below, please check whether or not you think it should be available at Greenville Tech and whether or not you would participate in the activity or utilize the facility.

Should	Should not		Would	Would not
_____	_____	a. Gymnasium/fitness facility	_____	_____
_____	_____	b. Intramurai sports	_____	_____
_____	_____	c. Student recreation center	_____	_____
_____	_____	d. Dormitories	_____	_____
_____	_____	e. Student departmental clubs/activities	_____	_____
_____	_____	f. Campus-wide social events	_____	_____
_____	_____	g. Chorus	_____	_____
_____	_____	h. Student publications	_____	_____
_____	_____	i. Musical productions	_____	_____
_____	_____	j. Dramatics/theater	_____	_____
_____	_____	k. Debate	_____	_____
_____	_____	l. Intercollegiate sports	_____	_____
_____	_____	m. Band or orchestra	_____	_____

8. Would you be willing to pay an increased student activity fee to support additional student activities? Yes No

9. Please use the space below for any comments/suggestions you wish to make about the programs and/or services at Greenville Tech.

SURVEY OF NONRETURNING STUDENTS

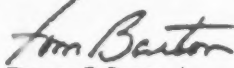
GREENVILLE TECHNICAL COLLEGE

According to our records, you were enrolled at Greenville Technical College for the Fall Quarter this year but are not enrolled for the Winter Quarter. Since we are constantly trying to improve our programs and services, we are interested in your reasons for not returning to Tech, any problems you may have had while enrolled, and your opinion of your GTC experiences. We value your input and would appreciate your taking a few minutes to complete the following items and return the survey. Individual responses will be kept confidential.

Since we are trying to achieve an acceptable return rate, we plan to telephone non-respondents after February 28. Please include your social security number so that we can keep a record of respondents. If you have any questions, you may call Lucy M. Hinson at 250-8028.

Thank you very much for your input and prompt response. We hope to be of service to you in the future.

Yours truly,


Thomas E. Barton, Jr.
President

1. Our records indicate that you attended Greenville Technical College during Fall Quarter of 1991 but did not enroll Winter Quarter. Is this correct?
____ YES
____ NO; name: _____ social security number: _____

IF NOT, PLEASE CHECK "NO" ABOVE, ENTER YOUR NAME, AND RETURN THIS FORM SO THAT WE CAN CORRECT OUR RECORDS. IF YOU RESPONDED "YES," PLEASE CONTINUE.

2. Why are you not attending GTC this quarter? Put a "1" by the primary reason and put a check by any other items which apply.

- ____ a. Completed educational goal at this institution
____ b. Transferred to another institution
____ c. Conflicts between demands of job and school
____ d. Transportation problems
____ e. Financial difficulties
____ f. Conflict between family responsibilities and school
____ g. Needed a break from studying
____ h. Health problems/maternity
____ i. Dissatisfaction with program of study
____ j. Dissatisfaction with instruction/instructors
____ k. Moved to another community
____ l. Academic difficulties - underprepared for courses or content too difficult
____ m. Could not decide on program of studies
____ n. Inadequate child care services
____ o. Unable to schedule needed classes/needed classes not offered
____ p. Other (specify) _____

3. What are you doing at present? Check all which apply.

- ____ a. Working full-time
____ b. Serving in Armed Forces
____ c. Caring for family
____ d. Working part-time
____ e. Attending another post-secondary institution (specify) _____
____ f. Other (specify) _____

4. What was your primary educational goal when you entered Greenville Technical College? CHECK ONLY ONE.

- ____ a. Take a few courses for personal interest
____ b. Earn a Certificate or Diploma
____ c. Take a few job-related courses
____ d. Earn an Associate degree
____ e. Take courses to transfer to another post-secondary institution
____ f. Prepare for the GED

5. Do you plan to continue your education in the future? CHECK ONLY ONE.

- ____ a. Yes, at Greenville Tech
____ b. No
____ c. Yes, at another post-secondary institution
____ d. Uncertain
____ e. Yes, at GTC and another post-secondary institution

6. How would you rate your experience at Greenville Tech? CHECK ONLY ONE.

- ____ a. Excellent
____ b. Average
____ c. Good
____ d. Disappointing
____ e. Seriously deficient (specify) _____

PLEASE CONTINUE ON REVERSE SIDE

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7. Please indicate your degree of satisfaction with each of the following programs or services at Greenville Tech using the rating scale below. Circle only one letter to represent your response.

V: very satisfied S: generally satisfied D: dissatisfied N: did not use

a. Admission process.....	V.....	S.....	D.....	N.....
b. Financial aid.....	V.....	S.....	D.....	N.....
c. Career Direction Center.....	V.....	S.....	D.....	N.....
d. Faculty advisor.....	V.....	S.....	D.....	N.....
e. Counselor.....	V.....	S.....	D.....	N.....
f. Student activities.....	V.....	S.....	D.....	N.....
g. Job placement assistance.....	V.....	S.....	D.....	N.....
h. Library/learning resources services.....	V.....	S.....	D.....	N.....
i. Math Center.....	V.....	S.....	D.....	N.....
j. Writing Center.....	V.....	S.....	D.....	N.....
k. Special Services (tutoring).....	V.....	S.....	D.....	N.....
l. Chosen program of study.....	V.....	S.....	D.....	N.....
m. Quality of instruction/instructors.....	V.....	S.....	D.....	N.....
n. Registration process.....	V.....	S.....	D.....	N.....
o. Food services.....	V.....	S.....	D.....	N.....
p. Classroom conditions.....	V.....	S.....	D.....	N.....
q. Bookstore.....	V.....	S.....	D.....	N.....
r. Campus parking.....	V.....	S.....	D.....	N.....
s. Health services.....	V.....	S.....	D.....	N.....
t. Orientation.....	V.....	S.....	D.....	N.....

8. Is there any service which could have helped you continue your education at Greenville Tech?

_____ a. Yes (specify the service) _____
 _____ b. No

9. Would you like an academic advisor or admissions counselor to contact you?

_____ a. Yes If yes: Name _____
 _____ b. No Phone number _____

10. Social security number _____ 11. Marital status _____

12. Number of quarters enrolled at GTC: _____ a. one _____ b. 2-5 _____ c. 6 or more

13. On the average, how many hours per week did you work while enrolled at GTC?
 _____ a. 0-10 _____ b. 11-20 _____ c. 21-30 _____ d. more than 30

14. How many hours per week did you spend caring for family members?
 _____ a. 0-10 _____ b. 11-20 _____ c. 21-30 _____ d. more than 30

15. What kind of classes did you attend? Check all which apply.
 _____ a. Day classes _____ b. Evening classes _____ c. Weekend classes

16. Where did you attend classes? Check all which apply.

_____ a. Main campus/Donaldson
 _____ b. Golden Strip center
 _____ c. Greer center
 _____ d. Other (specify) _____

17. What was your status during your enrollment at Greenville Tech?

_____ a. Full-time student _____ b. Part-time student _____ c. Both full and part-time

Please use the space below for any comments or suggestions you would like to make:

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Thank you for your time and your input. Please use the postage-paid envelope provided to return the survey to Lucy M. Hinson, Greenville Technical College, P.O. Box 5616, Greenville, S. C. 29606-5616.

GREENVILLE TECHNICAL COLLEGE

GRADUATE FOLLOW-UP SURVEY

Dear Graduate:

This survey is being mailed to all 1990-91 GTC graduates. In order to evaluate our programs and to be able to provide general information to prospective students, you are asked to complete this survey form and return it in the enclosed envelope **within seven (7) days**. Your response is important in helping us with program planning and development for the future. **We appreciate your cooperation!**

(Please make additions or corrections to the above information as needed.)

1. What is your **current** employment status?

☐ employed 30 or more hours per week
☐ employed less than 30 hours per week
☐ unemployed, seeking work
☐ unemployed, not seeking work
(If you are unemployed, skip to number 7 and continue survey.)

2. If you are **currently** employed (full or part-time), to what extent is your job related to the curriculum from which you graduated?

☐ directly related
☐ somewhat related
☐ not related
(If your current position is not related, skip to number 7 and continue survey.)

3. If you are **currently** employed in a job that is directly or somewhat related to your major, please provide the following information.

Name of Company _____

Mailing Address of Company _____

City _____ State _____ Zip Code _____ Telephone _____

Title of Your Position _____

Name of Your Supervisor _____

Employment Dates: From _____ To _____

4. If you would prefer that GTC not contact your employer to obtain information on how well Tech meets their needs, please indicate in the space below.

5. For the job mentioned in number 3, please check (**full-time positions ONLY**) your gross annual entry-level salary range. When combined with the responses from other graduates in your field of study, this information will be used **strictly for career counseling and reporting purposes and responses will remain confidential.**

☐ \$ 9,000 - \$10,999	☐ \$19,000 - \$20,999	☐ \$29,000 - \$30,999
☐ \$11,000 - \$12,999	☐ \$21,000 - \$22,999	☐ \$31,000 - \$32,999
☐ \$13,000 - \$14,999	☐ \$23,000 - \$24,999	☐ \$33,000 - \$34,999
☐ \$15,000 - \$16,999	☐ \$25,000 - \$26,999	☐ \$35,000 - \$36,999
☐ \$17,000 - \$18,999	☐ \$27,000 - \$28,999	☐ \$37,000+ ()

Please specify amount.

6. How well did GTC prepare you for an entry-level position in your field of training?

- ☐ excellent preparation
☐ good preparation
☐ adequate preparation
☐ inadequate preparation

7. Using the rating scale below, please circle the number that best describes how much your experiences as a GTC student helped you to meet each of the following objectives:

A great deal Somewhat Very Little Not at all Don't know

4	3	2	1	0	Write effectively
4	3	2	1	0	Speak effectively
4	3	2	1	0	Understand written information
4	3	2	1	0	Comprehend oral communication
4	3	2	1	0	Understand and apply math in daily life
4	3	2	1	0	Understand science and technology in society
4	3	2	1	0	Solve problems to fulfill work and civic responsibility
4	3	2	1	0	Understand your own values and ethical standards
4	3	2	1	0	Use computers in your chosen career
4	3	2	1	0	Understand the interaction of global cultures
4	3	2	1	0	Develop good health and fitness habits

8. If you are currently employed in a job that is **NOT RELATED** to your GTC major or if you are **UNEMPLOYED**, please check your reason.

- ☐ I studied at GTC for personal enrichment, avocational, or recreational purposes only.
☐ I was unwilling to relocate to take an available job.
☐ Although actively seeking work, I have been unable to find a job in my field of training.
☐ I became disabled and cannot do the type of work for which I was trained.
☐ Other reasons: _____

9. If you are currently employed in a job that is **NOT RELATED** to your GTC major or if you are **UNEMPLOYED**, have you held any job since graduating from GTC that was related to your major?

Yes _____ No _____

10. Did you participate in the Cooperative Education/Technical Scholarship Program while you were at GTC?

Yes _____ No _____

If yes, how many quarters did you participate?

- ☐ 1-2 quarters
☐ 3-4 quarters
☐ 5 or more quarters

11. Do you plan to continue your education?

- ☐ Yes, I have already enrolled in another curriculum at GTC.
☐ Yes, I plan to enroll in another curriculum at GTC.
☐ Yes, I have already enrolled in another college. (College: _____)
☐ Yes, I plan to enroll in another college.
☐ No, I do not plan to continue my education at this time.
☐ I am undecided about continuing my education.

12. What recommendations or comments would you like to make regarding your training at GTC?
(Use additional sheet if necessary.)

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Thank you for your time and input. Please use the postage-paid envelope to return the completed survey to Rhodona R. Topper, Research Analyst, Greenville Technical College, P.O. Box 5616, Greenville, SC 29606-5616.

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EMPLOYER EVALUATION

**GREENVILLE
TECHNICAL
COLLEGE**

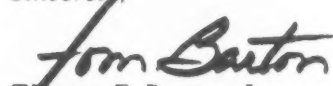
Dear Employer:

At this time of year, Greenville Tech is once again reminded of the many opportunities you afford our graduates, and we appreciate the confidence you have placed in them. As we follow up on the progress they have made, we would like to request your assistance in completing this evaluation. As you may know, the Employer Evaluation, which is an in-house confidential report for our administrative staff, will help us in assessing current Greenville Tech programs, program planning, and development for the future.

Please complete both sides of the questionnaire on this present or former employee and return it in the enclosed envelope. This graduate has given us permission to contact you, and for our projected time frame we are asking that this evaluation be returned within ten days.

If you have questions, you may call Rhodona Topper at (803) 250-8478. Thank you for your cooperation. Please also include any suggestions you may have on improving our programs, as we are very interested in helping our graduates become more productive employees. Your evaluation will help us achieve this goal!

Sincerely,


Thomas E. Barton, Jr.
President

Employer:

Supervisor:

Graduate Data:

GRADUATE'S CURRENT STATUS

Is this graduate still employed by this company? ☐ Yes ☐ No

Employment Dates: From _____ To _____

Graduate's Job Title: _____

If no longer employed: ☐ Resigned ☐ Laid Off ☐ Terminated

Reason for resignation or termination: _____

QUALITY OF GRADUATE'S EDUCATION AND JOB PERFORMANCE

Please rate this graduate in each of the areas listed below.

	<u>Outstanding</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>	<u>Not Applicable</u>
Technical knowledge and job skills	[]	[]	[]	[]	[]	[]
Attitude toward work	[]	[]	[]	[]	[]	[]
Human relations skills	[]	[]	[]	[]	[]	[]
Ability to learn on the job	[]	[]	[]	[]	[]	[]
Comprehension of oral and written communication	[]	[]	[]	[]	[]	[]
Demonstration of clear and effective oral and written communication	[]	[]	[]	[]	[]	[]
Effective use of mathematical analysis	[]	[]	[]	[]	[]	[]
Awareness of the role of science and technology in society	[]	[]	[]	[]	[]	[]
Critical thinking and problem solving skills	[]	[]	[]	[]	[]	[]
Understanding of his/her values and ethical standards	[]	[]	[]	[]	[]	[]
<i>Graduate's Overall Job Performance</i>	[]	[]	[]	[]	[]	[]

Would you hire other graduates from the same Greenville Tech program?

☐ Yes

☐ No

EMPLOYER INFORMATION

Are you currently receiving information from Greenville Tech about continuing education opportunities for your existing employees? ☐ Yes ☐ No

Please describe how Greenville Tech could assist you with the training needs of your current and future employees. _____

Would you be willing to serve on an advisory committee for this program?
(3-4 meetings per year)

☐ Yes

☐ No

Please suggest ways the college can better meet your needs. _____

GREENVILLE TECHNICAL COLLEGE

ALUMNI SURVEY

Individual responses will be kept confidential.

Only group information will be reported.

Please make additions or corrections to the following information as needed.

Name: _____ Maiden name: _____
Street address: _____ Home phone: _____
City, State, Zip: _____ Graduated: 19 _____
Program(s) at GTC: _____ Last year attended: 19 _____
S.S.#: _____

1. To what extent is your job related to your program(s) at Greenville Technical College? Check as many as applicable.

- a. ☐ directly related _____ hrs. per week
b. ☐ somewhat related _____ Yes, I would appreciate help from your Job Placement Office,
c. ☐ not related _____ whether I'm currently employed or not.
d. ☐ unemployed and seeking work
e. ☐ unemployed and not seeking work

2. If you answered "a" or "b" to question number one, please provide the following information:

Name of company: _____
Mailing address of company: _____
City: _____ State: _____ Zip code: _____ Telephone: _____
Title of your position: _____
Employment dates from: _____ to _____

3. If you are currently employed in a job NOT RELATED to your Tech major (or if you're unemployed), have you held any job since graduating from Tech that was related to your Tech major? ☐ Yes ☐ No

4. What is your annual salary range before taxes and deductions? (When combined with the responses from other graduates in your field of study, this information will be used strictly for career counseling and reporting purposes. Responses will remain confidential.)

- Circle one salary range: a. \$ 9,000-\$10,999 f. \$27,000-\$30,999
b. \$11,000-\$14,999 g. \$31,000-\$34,999
c. \$15,000-\$18,999 h. \$35,000-\$39,999
d. \$19,000-\$22,999 i. \$39,000-\$42,999
e. \$23,000-\$26,999 j. \$43,000-(specify amount _____).

5. If you are employed in a position that is NOT RELATED to your Tech major (or if you're unemployed), please check your reason:

- a. ☐ I studied at Greenville Tech for personal enrichment, avocational, or recreational purposes only.
b. ☐ I was unwilling to relocate to take an available job.
c. ☐ Although actively seeking work, I have been unable to find a job in my field of training..
d. ☐ I became disabled and cannot do the type of work for which I was trained.
e. ☐ I am still a student.
f. ☐ Other reasons: _____

6. What is your current academic status?

- a. ☐ I am enrolled in college. Name of college: _____
Please check one: Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate Student ☐
b. ☐ I do not plan to continue my education at this time.
c. ☐ I plan to enroll at another college. Approximate date: _____
d. ☐ I am undecided about continuing my education
e. ☐ I completed my bachelor's degree in 19 _____

7. If you are enrolled or plan to enroll in college, what is your goal?

- a. ☐ Bachelor's degree, and then employment.
b. ☐ Bachelor's and graduate degrees.
c. ☐ Gain more employment skills or training.
d. ☐ Personal enrichment, avocational, or recreational purposes only.
e. ☐ Undecided about my goal at this time.

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(continued on back)

8. If you enrolled in another college, how many semester credits did you successfully transfer from Greenville Technical College?
(1.5 quarter credits equal 1.0 semester credits.) Please check only one.

Fewer than 30 _____ Between 30-49 _____ Between 50-59 _____ Between 60-64 _____ More than 64 _____

9. If you've completed at least 1 semester or quarter of classes, indicate your G.P.A. after Greenville Tech. Current G.P.A. _____

EDUCATIONAL PROGRAMS

Please rate your level of satisfaction with the following aspects of educational programs at Greenville Technical College.
Circle the number that best describes your response.

4-Very Satisfied. 3-Satisfied. 2-Dissatisfied. 1-Very Dissatisfied. 0-Not applicable.

- | | | | | | |
|---|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 | Preparation for your future occupation |
| 4 | 3 | 2 | 1 | 0 | Academic preparation for transfer to another college |
| 4 | 3 | 2 | 1 | 0 | Advising/counseling preparation for transfer to another college |
| 4 | 3 | 2 | 1 | 0 | Course content |
| 4 | 3 | 2 | 1 | 0 | Variety of courses offered |
| 4 | 3 | 2 | 1 | 0 | Quality of instruction |
| 4 | 3 | 2 | 1 | 0 | Out of class availability of instructors |
| 4 | 3 | 2 | 1 | 0 | Classrooms, equipment, and laboratories |

PERSONAL AND ACADEMIC DEVELOPMENT

Circle the number that best describes how much your experiences as a Greenville Technical College student helped you to:

4-A great deal. 3-Somewhat. 2-Very little. 1-Not at all. 0-Don't know.

- | | | | | | |
|---|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 | Write effectively |
| 4 | 3 | 2 | 1 | 0 | Speak effectively |
| 4 | 3 | 2 | 1 | 0 | Understand written information |
| 4 | 3 | 2 | 1 | 0 | Comprehend oral communication |
| 4 | 3 | 2 | 1 | 0 | Understand and apply math in daily life |
| 4 | 3 | 2 | 1 | 0 | Understand science and technology in society |
| 4 | 3 | 2 | 1 | 0 | Solve problems to fulfill work and civic responsibility |
| 4 | 3 | 2 | 1 | 0 | Understand your own values and ethical standards |
| 4 | 3 | 2 | 1 | 0 | Use computers in your chosen career |
| 4 | 3 | 2 | 1 | 0 | Understand the interaction of global cultures |
| 4 | 3 | 2 | 1 | 0 | Develop good health and fitness habits |

SUPPORT PROGRAMS AND SERVICES

Please indicate BOTH your level of participation in and your satisfaction with the following programs and services at Greenville Technical College. Circle the number for each that best describes your response.

A-Frequently. B-Occasionally. C-Seldom. D-Never.

4-Very Satisfied. 3-Satisfied. 2-Dissatisfied. 1-Very Dissatisfied. 0-Not Applicable.

How often did you use the program or service?

Rate the quality of the program or service.

- | A | B | C | D | | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | Admissions Office | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Bookstore | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Cafeteria/Canteen Services | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Campus Security | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Career Advancement Center | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Career Direction Center | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Co-Op Technical Scholarship Program | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Counseling Services | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Financial Aid Office | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Graduation Services/Ceremony | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Job Placement Office | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Library Services | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Parking Facilities | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Registration Procedures | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Student Activities | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Student Center Facilities | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Student Records | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Student Support Services (tutoring, etc.) | 4 | 3 | 2 | 1 | 0 |
| A | B | C | D | Veterans Services | 4 | 3 | 2 | 1 | 0 |

What additional answers do you have concerning the previous questions? What recommendations or comments do you have about your education at Greenville Tech? What can we do better? (Use additional sheets if necessary.)



November 1, 1991

Dear Colleagues:

During the past several years, we have all worked diligently to improve our service delivery to students and between units within our college family, even though achievement of this goal has been complicated by the tremendous growth in our student population and recent budgetary reductions.

This survey asks each of you to provide your perception of how successful the college has been at delivering particular services and/or programs. Your responses will help all departments and programs assess their progress in serving students and staff effectively. We would greatly appreciate your taking the time to complete this survey and return it to the Research and Analysis office by November 14th. Please read the instructions carefully for each section. Some sections will not apply to you. While the survey appears to be quite lengthy, it should only take 15 to 20 minutes to complete.

Thank you in advance for your opinions and suggestions.

The Institutional Effectiveness Committee:

Delinda Cannon, Chairperson	Janice Jake
Pat Pohar	Ron Drayton
Ron Dooley	Janice Cullen
Dorcas Adams	Robert Pierce
Ron Rhames	Sandi Oliver
Eli Wishart	Lynn Hudson

Section 1: We are interested in your overall assessment of the services listed below. Please circle your response.

If you are not familiar with an administrative service or if you provide the service, please circle "N/A" (Not Applicable). If you circle "NO", you are encouraged to use the "COMMENTS" section to identify the primary reason for your response.

1. Do you receive sufficient information from the finance area to plan your budget?

YES NO N/A

COMMENTS:

2. Do you receive sufficient information from the finance area to monitor your expenses during the fiscal year?

YES NO N/A

COMMENTS:

3. Are personnel policies readily available to you?

YES NO N/A

COMMENTS:

4. Are personnel policies easy to understand?

YES NO N/A

COMMENTS:

5. Are available benefits as well as changes in benefits explained in sufficient detail?

YES NO N/A

COMMENTS:

6. Are the necessary instructional materials ordered properly and received in sufficient number prior to the beginning of each term?

YES NO N/A

COMMENTS:

7. Do you feel that the publications produced for and about this institution create a positive image for the college?

YES NO N/A

COMMENTS:

8. Does the grants department provide adequate support to your department/division?

YES NO N/A

COMMENTS:

9. Are purchases made through the purchasing office received in a timely fashion?

YES NO N/A

COMMENTS:

10. Are you asked to provide input when renovations of your work space are planned?

YES NO N/A

COMMENTS:

11. Is the space on your campus utilized effectively? YES NO N/A

COMMENTS:

12. Do internal communications keep you adequately informed? YES NO N/A

COMMENTS:

13. Do you feel that the advertising activities achieve the appropriate image for this institution? YES NO N/A

COMMENTS:

14. Are the computer resources available to you sufficient for the performance of your job responsibilities? YES NO N/A

COMMENTS:

15. Are conference/meeting rooms convenient to schedule? YES NO N/A

COMMENTS:

16. Does the food service provided on campus meet your needs? YES NO N/A

COMMENTS:

17. Is telephone service on campus adequate for your job requirements? YES NO N/A

COMMENTS:

18. Is the mail and distribution service on campus adequate for your job requirements? YES NO N/A

COMMENTS:

19. Do you feel safe when you are on campus during the day? YES NO N/A

COMMENTS:

20. Do you feel safe when you are on campus at night? YES NO N/A

COMMENTS:

21. Are there sufficient signs on campus? YES NO N/A

COMMENTS:

IF YOU ARE NOT DIRECTLY INVOLVED WITH STUDENTS, PLEASE CHECK HERE AND GO TO SECTION 2, PAGE 4.

22. Do you feel that college recruitment activities and materials present an accurate and honest picture of the college? YES NO N/A

COMMENTS:

23. Are college admissions, assessment and placement procedures readily available to you? YES NO N/A

COMMENTS:

24. Are college admissions, assessment and placement procedures easy to understand? YES NO N/A

COMMENTS:

25. Do you feel that the college's placement test provides appropriate placement of students into entry-level courses? YES NO N/A

COMMENTS:

26. Do you receive sufficient information to advise students properly? YES NO N/A

COMMENTS:

27. Do you feel that students who are advised in the Entering Student Advisement Center are placed in appropriate courses? YES NO N/A

COMMENTS:

28. Are student registration, schedule change and withdrawal procedures readily available to you? YES NO N/A

COMMENTS:

29. Are student registration, schedule change and withdrawal procedures easy to understand? YES NO N/A

COMMENTS:

30. Do you feel that the college's publications provide sufficient information about services provided to the students? YES NO N/A

COMMENTS:

Section 2, Part 1: On this page, please rate the services/programs provided by each group of employees.

If you have not had any contact with a group or if you are a member of the group, check "Never" for the first question and go to the next group of employees.

For the groups with which you have had contact, check the appropriate response for each question.

DURING THE LAST YEAR, HOW OFTEN HAVE YOU USED THE SERVICES/PROGRAMS PROVIDED BY THIS GROUP OF EMPLOYEES?

DO THESE SERVICES/PROGRAMS PROVIDE THE INFORMATION OR SUPPORT YOU NEED TO PERFORM YOUR JOB?

	N E V E R	A F E W T I M E S	M O N T H L Y	W E E K L Y		YES	NO	NOT NEEDED
1. Food Service								
2. Cashiers								
3. Security								
4. Bookstore								
5. Information Resource Management								
6. Operations/Buildings/Grounds								
7. Production Services								
8. Computer Equipment Maintenance								
9. Personnel								
10. Grants Department								
11. Purchasing Office								
12. Copy Center								
13. Accounting/Budget Office								
14. Institutional Effectiveness Office								
15. Research and Analysis Office								

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

Section 2, Part 2: Please rate the overall performance of each group of employees listed on the previous page on the service that they provide.	WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?				DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?				COMMENTS
	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

Section 2, Part 1: On this page, please rate the services/programs provided by each group of employees.

If you have not had any contact with a group or if you are a member of the group, check "Never" for the first question and go to the next group of employees.

For the groups with which you have had contact, check the appropriate response for each question.

DURING THE LAST YEAR, HOW OFTEN HAVE YOU USED THE SERVICES/PROGRAMS PROVIDED BY THIS GROUP OF EMPLOYEES?

DO THESE SERVICES/PROGRAMS PROVIDE THE INFORMATION OR SUPPORT YOU NEED TO PERFORM YOUR JOB?

	N E V E R	A F E W T I M E S	M O N T H L Y	W E E K L Y		YES	NO	NOT NEEDED
16. Educational Affairs Office								
17. Faculty/Staff Development								
18. Evening Services								
19. Off Campus Services								
20. Library								
21. Arts & Science Division								
22. Business & Computer Information Systems Division								
23. Allied Health & Nursing Division								
24. Continuing Education Division								
25. Industrial & Engineering Technologies Division								
26. President's Office								
27. Resource Management Office								
28. Marketing Office								
29. Student Development Services Office								
30. Telecommunications/Telephones								

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

	WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?				DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?				COMMENTS
	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

Section 2, Part 1: On this page, <u>please rate the services/programs provided by each group of employees.</u>	DURING THE LAST YEAR, HOW OFTEN HAVE YOU USED THE SERVICES/PROGRAMS PROVIDED BY THIS GROUP OF EMPLOYEES?				DO THESE SERVICES/PROGRAMS PROVIDE THE INFORMATION OR SUPPORT YOU NEED TO PERFORM YOUR JOB?		
If you have not had any contact with a group or if you are a member of the group, check "Never" for the first question and go to the next group of employees. For the groups with which you have had contact, check the appropriate response for each question.	N E V E R	A F E W T I M E S	M O N T H L Y	W E E K L Y	YES	NO	NOT NEEDED
31. Admissions							
32. Student Life							
33. Job Placement Services							
34. Student Financial Aid/VA							
35. Student Assessment/Placement							
36. Counseling Services							
37. College Work-Study/Part-Time Employment Services							
38. Student Records/Data Control							
39. Job Training Partnership Act (JTPA)							
40. Center for Adult Learners							
41. Entering Student Advisement Center							
42. Scheduling Center							
43. Tutorial Services							
44. Student Information Center							

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

	WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?				DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?				COMMENTS
	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	
31.									
32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									
41.									
42.									
43.									
44.									

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

IF YOU ARE NOT DIRECTLY INVOLVED WITH STUDENTS, PLEASE GO TO SECTION 3, PAGE 11.

Section 2, Part 3: Below are listed the offices that provide student support programs. We are interested in your overall assessment of the services and programs that they provide to our students. We are also interested in your opinions about specific student activities and procedures.

If you are not familiar with the student service/program, or if you provide it, please circle "N/A".
Circle your answer for each question.

	Are the programs readily accessible to students?	Do the programs adequately meet the needs of students?	Are the programs adequately publicized?
1. Admissions Office	YES NO N/A	YES NO N/A	YES NO N/A
2. Entering Student Advisement Center	YES NO N/A	YES NO N/A	YES NO N/A
3. Financial Aid Office	YES NO N/A	YES NO N/A	YES NO N/A
4. Student Life Center	YES NO N/A	YES NO N/A	YES NO N/A
5. Student Information Center	YES NO N/A	YES NO N/A	YES NO N/A
6. Counseling and Career Services Department	YES NO N/A	YES NO N/A	YES NO N/A
7. Job Placement Center	YES NO N/A	YES NO N/A	YES NO N/A
8. College Work-Study/Part-time Employment Service	YES NO N/A	YES NO N/A	YES NO N/A
9. Center for Adult Learners	YES NO N/A	YES NO N/A	YES NO N/A
10. Tutorial Services	YES NO N/A	YES NO N/A	YES NO N/A
11. Veterans Affairs	YES NO N/A	YES NO N/A	YES NO N/A
12. Job Training Partnership Act (JTPA)	YES NO N/A	YES NO N/A	YES NO N/A
13. Services for Students with Disabilities	YES NO N/A	YES NO N/A	YES NO N/A
14. Student Orientation Activities	YES NO N/A	YES NO N/A	YES NO N/A
15. Registration, Schedule Change and Withdrawal Procedures	YES NO N/A	YES NO N/A	YES NO N/A
16. College Admissions, Assessment and Placement Procedures	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific office or program/service, please identify the office or program/service.

If you wish to make additional comments, please use the "Additional Comments" section on page 12.

Section 3: We are interested in your opinions about the overall quality of the facilities on campus. If you wish to note an exception, use the Comments Section below or on page 12.

If you have never used the facilities or if the facilities are not available on your campus, please circle "N/A". For the facilities you have used, circle your answer for each question.

	Are these facilities large enough?	Are these facilities properly equipped?	Are these facilities properly lighted?	Do these facilities provide a clean and pleasant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstore	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Faculty Lounges	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Computer Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Laboratories (not computer)	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
7. Parking	YES NO N/A	-----	YES NO N/A	YES NO N/A
8. Walkways and Grounds	YES NO N/A	-----	YES NO N/A	YES NO N/A
9. Cafeteria/Canteens	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Office Space	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Conference/Meeting Rooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
12. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific facility, please identify the facility.

Section 4: Please check the appropriate information about you.

Employee Type: Faculty ☐ Staff ☐
 Status: Full-time ☐ Part-time ☐
 Functional Area of Assignment: Academic Programs/Services ☐ Student Services ☐
 Support Services ☐
 Campus: Airport ☐ Beltline ☐ Harbison ☐
 How long have you been employed here? _____ years

Thanks for participating in this survey.

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Additional Comments

Additional Comments

- MAILING INSTRUCTIONS -
PLEASE FOLD IN HALF, STAPLE AND
RETURN THROUGH INTEROFFICE MAIL
TO THE OFFICE BELOW

MAIL TO:

RESEARCH AND ANALYSIS

SALUDA HALL

AIRPORT CAMPUS

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

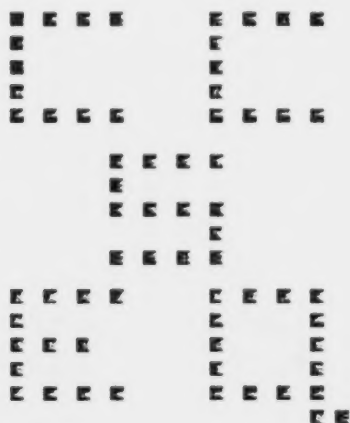
The main purpose of asking you to complete this questionnaire is to learn more about how community college students spend their time. The information obtained from you and from other community college students from all over the country will help administrators and faculty members provide programs which will benefit student learning and development within the college experience.

At first glance, you may think it will take a long time to fill out this questionnaire, but you can actually complete it in 20 to 30 minutes. You will find when you have finished it, that your answers provide a kind of self-portrait of what you have been giving and getting in your college experience.

The ultimate benefit from this or any other survey depends on the thoughtful responses and willing participation of those who are asked to help. Your willingness to participate is important and very much appreciated.

We do not ask you to write your name on the questionnaire. On the last page there is space for a student identification number if it is requested by your college.

The responses will be read by an electronic scanning device. Please use a #2 soft black lead pencil and mark your answers clearly in the spaces provided. Erase cleanly any response you wish to change.



This questionnaire is available through:

Center for the Study of Evaluation
University of California, Los Angeles
Los Angeles, California 90024-1521

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and Penny W. Lehman

DIRECTIONS: Indicate your responses by filling in the appropriate space under each question.

BACKGROUND, WORK, FAMILY

Age

- ☐ 18 - 19 or younger
☐ 20 - 22
☐ 23 - 27
☐ 28 - 39
☐ 40 - 55
☐ Over 55

Sex

- ☐ Male
☐ Female

What is your racial or ethnic identification?

- ☐ American Indian
☐ Asian or Pacific Islander
☐ Black, African-American
☐ Hispanic, Latino
☐ White
☐ Other: What? _____

Is English your native language?

- ☐ Yes
☐ No

During the time college is in session, about how many hours a week do you usually spend working on a job for pay?

- ☐ none, I don't have a job
☐ 1 - 10 hours
☐ 11 - 20 hours
☐ 21 - 30 hours
☐ 31 - 40 hours
☐ more than 40 hours

If you have a job, how does it effect your college work?

- ☐ I don't have a job
☐ my job does not interfere with my school work
☐ my job takes some time from my school work
☐ my job takes a lot of time from my school work

If you have family responsibilities, how does this affect your college work?

- ☐ I don't have family responsibilities
☐ those responsibilities do not interfere with my school work
☐ those responsibilities take some time from my school work
☐ those responsibilities take a lot of time from my school work

COLLEGE PROGRAM

How many units are you taking THIS term?

- ☐ Less than 6
☐ 6 to 8
☐ 9 to 11
☐ 12 to 15
☐ More than 15

Including the units you are now taking, what is the total number of course credits you have taken at this college?

- ☐ 1 - 15 credits
☐ 16 - 30 credits
☐ 31 - 45 credits
☐ 46 or more credits

When do the classes you are now taking meet?

- ☐ day only
☐ evening only
☐ some day and some evening

Up to now, what have most of your grades been at this college?

- ☐ A
☐ A-, B+
☐ B
☐ B-, C+
☐ C, C-
☐ lower than C-
☐ No grades. This is my first term

About how many hours a week do you usually spend studying or preparing for your classes?

- ☐ 1 to 5 hours
☐ 6 to 10 hours
☐ 11 to 15 hours
☐ 16 to 20 hours
☐ more than 20 hours

About how many hours a week do you usually spend on the college campus, not counting time attending classes?

- ☐ none
☐ 1 to 3 hours
☐ 4 to 6 hours
☐ 7 to 9 hours
☐ 10 to 12 hours
☐ more than 12 hours

What is the most important reason you are attending THIS COLLEGE at this time? (Mark ONLY ONE answer.)

- ☐ To prepare for transfer to a four-year college or university
☐ To gain skills necessary to enter a new job or occupation
☐ To gain skills necessary to retrain, remain current, or advance in a current job or occupation
☐ To satisfy a personal interest (cultural, social).
☐ To improve my English, reading, or math skills

COLLEGE COURSES

DIRECTIONS: Please indicate whether you have **taken** (or are now taking) any courses in each of the following general education areas.

	None	One	More than 1
Sciences (such as astronomy, biology, physics, chemistry, geology, etc.)	☐	☐	☐
Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.)	☐	☐	☐
Fine Arts (such as music, theater, dance)	☐	☐	☐
College Math (not remedial math)	☐	☐	☐
English Composition (not remedial English)	☐	☐	☐
Humanities (such as history, literature, philosophy, etc.)	☐	☐	☐
Foreign Languages	☐	☐	☐
Speech, Communications	☐	☐	☐
Computer Science	☐	☐	☐
Physical or Health Education	☐	☐	☐

DIRECTIONS: Answer each of the following questions.

	Yes	No
Are you working for an AA or AS degree?	☐	☐
Are you working for a diploma or certificate?	☐	☐
Do you plan to transfer to a four year college or university?	☐	☐
Are you currently enrolled in an occupational/vocational program?	☐	☐

If you are enrolled in a vocational program which of the following categories **best describes** your occupational/technical program? (**MARK ONE**):

- ☐ I am not enrolled in an occupational/technical program.
- ☐ **Agriculture** (such as agricultural business, management, mechanics, or production; animal science; horticulture; landscaping; conservation; etc.)
- ☐ **Business** (such as accounting; bookkeeping; data processing; office supervision; personnel and training; secretarial programs; etc.)
- ☐ **Marketing and Distribution** (such as real estate; fashion merchandising; small business management; financial services marketing; food marketing; marketing management; institutional management; etc.)
- ☐ **Health** (such as dental services; diagnostic and treatment services; medical laboratory technologies; mental health and human services; nursing services; rehabilitation services; etc.)
- ☐ **Home Economics** (such as interior design; clothing and textiles; food and nutrition; food production; child care; etc.)
- ☐ **Technical and Communications** (such as computer programming; educational media technology; radio and television technology; architectural technology; civil technology; electrical and electronic technology; environmental control technology; industrial technology; etc.)
- ☐ **Trade and Industrial** (such as cosmetology; law enforcement; construction trades; heating and air conditioning; industrial equipment maintenance; aircraft mechanics; auto body repair; automotive mechanics; architectural, civil, or mechanical drafting; commercial art; commercial photography; truck and bus driving; tool and dye making; welding; etc.)
- ☐ Other occupational/vocational programs not listed above:

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

COURSE ACTIVITIES

	Never	Occasionally	Often	Very Often
Participated in class discussions.	☐	☐	☐	☐
Worked on a paper or project which combined ideas from different sources of information.	☐	☐	☐	☐
Summarized major points and information from readings or notes.	☐	☐	☐	☐
Tried to explain the material to another student.	☐	☐	☐	☐
Did additional readings on topics that were introduced and discussed in class.	☐	☐	☐	☐
Asked questions about points made in class discussions or readings.	☐	☐	☐	☐
Studied course materials with other students.	☐	☐	☐	☐
Applied principles and concepts learned in class to understand other problems or situations.	☐	☐	☐	☐
Compared and contrasted different points of view presented in a course.	☐	☐	☐	☐
Considered the accuracy and credibility of information from different sources.	☐	☐	☐	☐

LIBRARY ACTIVITIES

	Never	Occasionally	Often	Very Often
Used the library as a quiet place to read or study material you brought with you.	☐	☐	☐	☐
Read newspapers, magazines, or journals located in the library.	☐	☐	☐	☐
Checked out books to read at home.	☐	☐	☐	☐
Used the card catalogue or computer to find materials the library had on a topic.	☐	☐	☐	☐
Prepared a bibliography or set of references for a term paper or report.	☐	☐	☐	☐
Asked the librarian for help in finding materials on some topic.	☐	☐	☐	☐
Found some interesting material to read just by browsing in the stacks.	☐	☐	☐	☐

FACULTY

	Never	Occasionally	Often	Very Often
Asked an instructor for information about grades, make-up work, assignments, etc.	☐	☐	☐	☐
Talked briefly with an instructor after class about course content.	☐	☐	☐	☐
Made an appointment to meet with an instructor in his/her office.	☐	☐	☐	☐
Discussed ideas for a term paper or other class project with an instructor.	☐	☐	☐	☐
Discussed your career and/or educational plans, interests, and ambitions with an instructor.	☐	☐	☐	☐
Discussed comments an instructor made on a test or paper you wrote.	☐	☐	☐	☐
Talked informally with an instructor about current events, campus activities, or other common interests.	☐	☐	☐	☐

STUDENT ACQUAINTANCES

	Never	Occasionally	Often	Very Often
Had serious discussions with students who were much older or much younger than you.	☐	☐	☐	☐
Had serious discussions with students whose ethnic or cultural background was different from yours.	☐	☐	☐	☐
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	☐	☐	☐	☐
Had serious discussions with students whose political opinions were very different from yours.	☐	☐	☐	☐
Had serious discussions with students whose religious beliefs were very different from yours.	☐	☐	☐	☐
Had serious discussions with students from a country different from yours.	☐	☐	☐	☐

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

ART, MUSIC, AND THEATER ACTIVITIES

Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.

Never ☐ Occasionally ☐ Often ☐ Very Often ☐

Talked about music (classical, popular, musicians, etc.) with other students at the college.

☐ ☐ ☐ ☐

Talked about theater (plays, musicals, dance, etc.) with other students at the college.

☐ ☐ ☐ ☐

Attended an art exhibit on the campus.

☐ ☐ ☐ ☐

Attended a concert or other musical event at the college.

☐ ☐ ☐ ☐

Attended a play, dance concert, or other theater performance at the college.

☐ ☐ ☐ ☐

WRITING ACTIVITIES

Used a dictionary to look up the proper meaning, definition, and/or spelling of words.

Never ☐ Occasionally ☐ Often ☐ Very Often ☐

Prepared an outline to organize the sequence of ideas and points in a paper you were writing.

☐ ☐ ☐ ☐

Thought about grammar, sentence structure, paragraphs and word choice as you were writing.

☐ ☐ ☐ ☐

Wrote a rough draft of a paper or essay and revised it before handing it in.

☐ ☐ ☐ ☐

Used a computer (word processor) to write or type a paper.

☐ ☐ ☐ ☐

Asked other people to read something you wrote to see if it was clear to them.

☐ ☐ ☐ ☐

Spent at least 5 hours or more writing a paper.

☐ ☐ ☐ ☐

Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.

☐ ☐ ☐ ☐

SCIENCE ACTIVITIES

Memorized formulas, definitions, technical terms.

Never ☐ Occasionally ☐ Often ☐ Very Often ☐

Practiced to improve your skills in using laboratory equipment.

☐ ☐ ☐ ☐

Showed a classmate how to use a piece of scientific equipment.

☐ ☐ ☐ ☐

Attempted to explain an experimental procedure to a classmate.

☐ ☐ ☐ ☐

Tested your understanding of some scientific principle by seeing if you could explain it to another student.

☐ ☐ ☐ ☐

Completed an experiment/project using scientific methods.

☐ ☐ ☐ ☐

Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.

☐ ☐ ☐ ☐

Used information you learned in a science class to understand some aspect of the world around you.

☐ ☐ ☐ ☐

Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.

☐ ☐ ☐ ☐

VOCATIONAL SKILLS

DIRECTIONS:

If you are enrolled in a vocational program or a course in which you learn occupational skills, answer the following items.

Read about how to perform a procedure (occupational task, vocational skill).

Never ☐ Occasionally ☐ Often ☐ Very Often ☐

Listened to an instructor explain how to do a procedure.

☐ ☐ ☐ ☐

Watched an instructor demonstrate how to do a procedure.

☐ ☐ ☐ ☐

Practiced a procedure while being monitored by an instructor or other student.

☐ ☐ ☐ ☐

Practiced a procedure without supervision.

☐ ☐ ☐ ☐

Identified that there was a problem and located information from an instructor or other resource about what to do.

☐ ☐ ☐ ☐

Diagnosed a problem and carried out the appropriate procedure without having to consult any resource.

☐ ☐ ☐ ☐

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

CLUBS AND ORGANIZATIONS

Never Occasionally Often Very Often

Looked in the student newspaper or on bulletin boards for notices about campus events and student organizations.

☐ ☐ ☐ ☐

Read or asked about a student club or organization.

☐ ☐ ☐ ☐

Attended a meeting of a student club or organization.

☐ ☐ ☐ ☐

ATHLETIC ACTIVITIES

Never Occasionally Often Very Often

Followed a regular schedule of exercise or practice in some sport on campus.

☐ ☐ ☐ ☐

Sought instruction to improve your performance in some athletic activity.

☐ ☐ ☐ ☐

Attended an athletic event on the campus.

☐ ☐ ☐ ☐

COUNSELING AND CAREER PLANNING

DIRECTIONS: Please indicate whether you have done any of the following activities during the current school year.

Yes No

Talked with a counselor/advisor about courses to take, requirements, education plans.

☐ ☐

Discussed your vocational interests, abilities, and ambitions with a counselor/advisor.

☐ ☐

Read information about a 4-year college or university that you were interested in attending.

☐ ☐

Read materials about career opportunities.

☐ ☐

Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.

☐ ☐

Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending.

☐ ☐

Talked with a counselor/advisor about personal matters related to your college performance.

☐ ☐

LEARNING AND STUDY SKILLS

How much instruction have you received at the college in each of the following learning and study skills areas?

None Some A lot

Memory skills

☐ ☐ ☐

Notetaking skills

☐ ☐ ☐

Listening skills

☐ ☐ ☐

Speaking skills

☐ ☐ ☐

Writing skills

☐ ☐ ☐

Reading skills

☐ ☐ ☐

Test taking skills

☐ ☐ ☐

Time management skills

☐ ☐ ☐

Problem solving skills

☐ ☐ ☐

ESTIMATE OF GAINS

DIRECTIONS: In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas? (Please mark one response for each item.)

I have gained or made progress in:

	Very little	Some	Quite a bit	Very much
Acquiring knowledge and skills applicable to a specific job or type of work.	☐	☐	☐	☐
Gaining information about career opportunities.	☐	☐	☐	☐
Developing clearer career goals.	☐	☐	☐	☐
Becoming acquainted with different fields of knowledge.	☐	☐	☐	☐
Developing an understanding and enjoyment of art, music, and theater.	☐	☐	☐	☐
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	☐	☐	☐	☐
Writing clearly and effectively.	☐	☐	☐	☐
Presenting ideas and information effectively in speaking to others.	☐	☐	☐	☐
Acquiring the ability to use computers.	☐	☐	☐	☐
Becoming aware of different philosophies, cultures, and ways of life.	☐	☐	☐	☐
Becoming clearer about my own values and ethical standards.	☐	☐	☐	☐
Understanding myself - my abilities and interests.	☐	☐	☐	☐
Understanding mathematical concepts such as probabilities, proportions, etc.	☐	☐	☐	☐
Understanding the role of science and technology in society.	☐	☐	☐	☐
Putting ideas together to see relationships, similarities, and differences between ideas.	☐	☐	☐	☐
Developing the ability to learn on my own, pursue ideas, and find information I need.	☐	☐	☐	☐
Developing the ability to speak and understand another language.	☐	☐	☐	☐
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	☐	☐	☐	☐
Developing an interest in political and economic events.	☐	☐	☐	☐
Seeing the importance of history for understanding the present as well as the past.	☐	☐	☐	☐
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	☐	☐	☐	☐
Understanding other people and the ability to get along with different kinds of people.	☐	☐	☐	☐
Developing good health habits and physical fitness.	☐	☐	☐	☐

MIDLANDS TECHNICAL COLLEGE STUDENT SURVEY

Section 1: We are interested in your overall assessment of the services listed below. Please circle your response. If you have never used a service, please circle "N/A" (Not Applicable). If you circle "NO", you are encouraged to use the "COMMENTS" section to identify the *primary reason* for your response.

- | | | | |
|--|-----|----|-----|
| 1. Did the college's orientation activities adequately meet your needs when you enrolled? | YES | NO | N/A |
| 2. Are the books you need for your classes available in the bookstore at the beginning of each term? | YES | NO | N/A |
| 3. Are the supplies, other than books, that you need for your classes usually available in the bookstore? | YES | NO | N/A |
| 4. Did the materials you received before you enrolled provide the information you needed about the college's programs? | YES | NO | N/A |
| 5. Is the computer equipment you need for your course work available when you need it? | YES | NO | N/A |
| 6. Are the policies relating to tuition, fees and refunds clear? | YES | NO | N/A |
| 7. Do you feel safe when you are on campus during the day? | YES | NO | N/A |
| 8. Do you feel safe when you are on campus at night? | YES | NO | N/A |
| 9. Are there sufficient signs on campus to find where you need to go? | YES | NO | N/A |
| 10. Do you feel that MTC recruitment activities and materials present an accurate and honest picture of the college? | YES | NO | N/A |
| 11. Are college admissions, assessment and placement procedures readily available to you? | YES | NO | N/A |
| 12. Are college admissions, assessment and placement procedures easy to understand? | YES | NO | N/A |
| 13. Are student registration, schedule change and withdrawal procedures readily available to you? | YES | NO | N/A |
| 14. Are student registration, schedule change and withdrawal procedures easy to understand? | YES | NO | N/A |
| 15. Do you feel that the college's publications provide sufficient information about services that are available to you? | YES | NO | N/A |
| 16. Is your class schedule easy to use? | YES | NO | N/A |
| 17. Does the food service provided on campus meet your needs? | YES | NO | N/A |

COMMENTS: If your comment applies to a specific service, please *identify the service*.

Section 2A: Please rate the overall performance of the following groups of employees on the services that they provide.

If you have not had any contact with a group, check "NOT APPLICABLE".

For the groups with which you have had contact, check the appropriate response for each of the two questions.

WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?

DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?

	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	A P P L I C A B L E N O T		N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	A P P L I C A B L E N O T
1. Food Service											
2. Cashiers											
3. Security Staff											
4. Bookstore Employees											
5. Computer Support Staff											
6. Admissions											
7. Student Life											
8. Job Placement Services											
9. Student Financial Aid/VA											
10. Student Assessment Center											
11. Counseling Services											
12. College Work-Study/Part-Time Employment Services											
13. Student Records/Data Control											
14. Job Training Partnership Act (JTPA)											
15. Center for Adult Learners											
16. Special Outreach Programs (Tech Prep)											
17. Entering Student Advisement Center											
18. Scheduling Center											
19. Tutorial Services (Write in services you have used in comments section.)											
20. Student Information Center											
21. Writing Center											

If you *are not familiar* with the student service, please circle "N/A". Circle your answer for each question.

	Are the services readily accessible to you?	Do the services adequately meet your needs?	Was it easy to find out about the services?
1. Admissions Office	YES NO N/A	YES NO N/A	YES NO N/A
2. Entering Student Advisement Center	YES NO N/A	YES NO N/A	YES NO N/A
3. Financial Aid Office	YES NO N/A	YES NO N/A	YES NO N/A
4. Student Life Center	YES NO N/A	YES NO N/A	YES NO N/A
5. Student Information Center	YES NO N/A	YES NO N/A	YES NO N/A
6. Counseling and Career Services Department	YES NO N/A	YES NO N/A	YES NO N/A
7. Job Placement Center	YES NO N/A	YES NO N/A	YES NO N/A
8. College Work-Study/Part-time Employment Service	YES NO N/A	YES NO N/A	YES NO N/A
9. Center for Adult Learners	YES NO N/A	YES NO N/A	YES NO N/A
10. Tutorial Services	YES NO N/A	YES NO N/A	YES NO N/A
11. Veterans Affairs	YES NO N/A	YES NO N/A	YES NO N/A
12. Job Training Partnership Act (JTPA)	YES NO N/A	YES NO N/A	YES NO N/A
13. Services for Students with Disabilities	YES NO N/A	YES NO N/A	YES NO N/A
14. Student Assessment Center	YES NO N/A	YES NO N/A	YES NO N/A

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

For the facilities you have used, circle your answer for each question.

	Is this facility large enough?	Is this facility properly equipped?	Is this facility properly lighted?	Is this facility a clean and pleasant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstores	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Lounges/Canteens	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Computer Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Laboratories (not computer) (List labs under COMMENTS)	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
7. Parking	YES NO N/A	-----	YES NO N/A	YES NO N/A
8. Walkways and Grounds	YES NO N/A	-----	YES NO N/A	YES NO N/A
9. Cafeteria	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Computer Lab Terminals	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
12. Writing Center Terminals	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
13. Other Laboratory Equipment (List under COMMENTS)	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
14. Classroom Audio-visual Equipment	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a **specific facility or type of equipment**, please *identify the facility or type of equipment*.

[illegible]

Section 4-A: We are also interested in your opinions about the library services. Please rate your success in the following areas, using the scale indicated. If any area does not apply to you, check "NOT APPLICABLE".		S U C C E S S F U L	S U C C E S S F U L	U N S U C C E S S F U L	U N S U C C E S S F U L	A P P L I C A B L E N O T
1. Locating Books/Reference Materials						
2. Locating Periodicals & Magazines						
3. Using On-line Catalog						
4. Using Periodical Indexes (Reader's Guide, etc.)						
5. Using Equipment (copier, typewriter, reader/printer)						
6. Using Audiovisual Materials						
7. Studying						
8. Receiving Help From Library Personnel						
Section 4-B: Please rate the following areas, using the scale indicated. If any area does not apply to you, check "NOT APPLICABLE".		E X C E L L E N T	G O O D	F A I R	P O O R	A P P L I C A B L E N O T
1. Library Collection in Program Area						
2. Quietness						
3. Hours of Operation						
4. Physical Surroundings						
5. Seating and Work Space						
Section 4-C: Please rate your satisfaction with the REFERENCE SERVICES, using the scale indicated. If any topic does not apply to you, check "NOT APPLICABLE".		S A T I S F I E D V E R Y	S A T I S F I E D	D I S S A T I S F I E D	D I S S A T I S F I E D V E R Y	A P P L I C A B L E N O T
1. Relevance of Information Provided						
2. Amount of Information Provided						
3. Completeness of Answer You Received						

Section 5: Please check the appropriate information about you.

Student Type: Day _____ Night _____ Both _____

Status: Full-time _____ Part-time _____

What is your major? _____

What type of degree are you seeking?

Degree _____

Diploma _____

Certificate _____

Other (Specify) _____

Which Library do you use most frequently? Airport _____ Beltline _____

How often do you use the Library?

At least twice a week _____

At least once a month _____

At least once a week _____

At least once a quarter _____

Never _____

At what time do you most frequently use the Library?

Day _____

Night _____

Weekend _____

On what campus are you primarily located: Airport _____ Beltline _____

Including this one, how many terms have you been a student here? _____

OTHER COMMENTS:

Thank you for participating in this survey.

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MIDLANDS TECHNICAL COLLEGE

Graduate Survey

Dear Graduate:

Congratulations on the successful completion of your program of study. I hope your educational experience at Midlands Technical College was challenging and rewarding. As you prepare to graduate, I am interested in your opinion of how well the college's programs and services met your educational needs. Your comments on this questionnaire will be kept confidential and reported as group data. I wish you continued success.

Jim Hudgins
President

- Your major program at MTC: _____ (1)
- Are you receiving a: (check one) Degree _____ Diploma _____ Certificate _____ (2)
- Did you achieve your educational objectives at MTC? Yes _____ No _____ (3)
- What was your single most important reason for attending MTC? (circle one) (4)
- a. cost e. academic program
- b. admissions requirements f. advice from high school
- c. location g. other (explain) _____
- d. friends/relatives
- If you could start over, would you choose to attend MTC? (circle one) (5)
- a. definitely yes c. probably not
- b. probably yes d. definitely not
- If you circled "c" or "d", please explain. _____
- Would you recommend MTC to a friend or acquaintance? Yes _____ No _____ (6)

COLLEGE PROGRAMS AND SERVICES

Please indicate your level of participation and satisfaction with **BOTH** of the following aspects of programs and services at Midlands Technical College. Circle the number for each that best describes your response.

How often did you use this program or service?

Rate the quality of the program or service?

Frequently	Occasionally	Seldom	Never
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Admissions
Student Assessment
Registration
Financial Aid Services
New Student Orientation
Cashier Services
Placement Services
Career Counseling Services
Placement Services
Faculty Advising
Computer Resources
Library Resources
Student Life Programs/Services
Bookstore Services
Cafeteria Services
Parking Facilities

Excellent	Good	Fair	Poor
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Educational Programs

Please rate your level of satisfaction with the following aspects of educational programs at Midlands Technical College. Circle the number that best describes your response.

Very Satisfied Satisfied Dissatisfied Very Dissatisfied Does Not Apply						
1	2	3	4	5		
1	2	3	4	5	Course content in general education courses	(23)
1	2	3	4	5	Course content in your major area of study	(24)
1	2	3	4	5	Variety of courses offered	(25)
1	2	3	4	5	Quality of instruction in your major area of study	(26)
1	2	3	4	5	Out of class availability of instructors	(27)
1	2	3	4	5	College transfer procedures	(28)
1	2	3	4	5	Preparation you received for your future occupation	(29)
1	2	3	4	5	Class facilities	(30)
1	2	3	4	5	Laboratory facilities	(31)

PERSONAL GROWTH

How much did your educational experience at Midlands Technical College contribute to your personal growth in each of the following areas. Circle the number that best describes your response.

Very Much Somewhat Very Little Does Not Apply					
1	2	3	4		
1	2	3	4	Writing effectively	(32)
1	2	3	4	Speaking effectively	(33)
1	2	3	4	Understanding written information	(34)
1	2	3	4	Understanding and applying math in daily life	(35)
1	2	3	4	Organizing your time effectively	(36)
1	2	3	4	Determining personal and career goals	(37)
1	2	3	4	Developing practical skills necessary to obtain employment in your area of training	(38)
1	2	3	4	Self-confidence in expressing your ideas	(39)
1	2	3	4	Learning on your own	(40)
1	2	3	4	Working cooperatively with others	(41)
1	2	3	4	Understanding different philosophies and cultures	(42)
1	2	3	4	Developing self-reliance	(43)

What are your anticipated plans following graduation? (circle one) (44)

- a. have a job already
- b. plan to work (new job)
- c. continue my education (if you know what college you plan to attend, please list) _____
- d. other _____

Comments _____

THANK YOU! Please return this survey with your application for graduation.

MIDLANDS TECHNICAL COLLEGE
Graduate Placement Survey

Dear Graduate:

As a recent graduate of Midlands Technical College, we would like to congratulate you and wish you the best in the future.

Each year, MTC surveys graduates in reference to their career choices. The data you provide on this survey will help MTC to better serve current and future students. All information is confidential and will be used for official college purposes only.

After completing this survey, fold it so that the college's address is visible, staple or tape it together, and drop it in the nearest mail box. No postage or envelope are needed.

THANK YOU!

Name: _____ SSN _____

Current Address _____ City _____

State _____ Zip Code _____ Telephone _____

A. Are you currently: (circle one)

1. Employed full-time (30 + hours)

4. Unavailable for employment (why) _____

2. Employed part-time (less than 30 hours)

5. Continuing your education (where) _____

3. Unemployed -- seeking work

B. If you are employed, please complete.

Company Name

Job Title

Address

Telephone

C. What is your Gross Annual Salary (before taxes)?

Ranges:

1. _____ Below \$10,000

5. _____ 17,501 - 20,000

9. _____ 27,501 - 30,000

2. _____ 10,000 - 12,500

6. _____ 20,001 - 22,500

10. _____ 30,001 - 32,500

3. _____ 12,501 - 15,000

7. _____ 22,501 - 25,000

11. _____ 32,501 - 35,000

4. _____ 15,001 - 17,500

8. _____ 25,001 - 27,500

12. _____ over 35,000

D. Is your job related to the program you completed at MTC? (circle one)

1. Yes -- Directly

2. Yes -- Somewhat

3. No

E. Would you like to receive a list of jobs reported to the Job Placement Office?

____ Yes ____ No

MIDLANDS TECHNICAL COLLEGE EMPLOYER SURVEY

The purpose of this survey is to evaluate the effectiveness of Midlands Technical College's instructional programs by asking employers how well our recent graduates are performing on the job. Only those employers or supervisors of graduates employed in their field of training are being surveyed. Your answers will be treated confidentially and never linked to you or to the graduate.

Company's Name _____ (1) Telephone No. _____

Person completing survey _____ Job Title _____ (2)

SATISFACTION WITH MTC GRADUATES

Do you feel the training graduates received at Midlands Technical College adequately prepared them for jobs with your company? Yes _____ No _____ (3)

If no, explain _____

TECHNICAL AND GENERAL SKILLS

Please rate MTC graduates' skills in the following areas:

	Excellent	Good	Fair	Poor	Not Applicable	
1. Technical skills related to specific jobs						(4)
2. Mathematical skills						(5)
3. Oral communication skills						(6)
4. Written communication skills						(7)
5. Organizational time-management skills						(8)
6. Quantity of work accomplished						(9)
7. Quality of work accomplished						(10)
8. Attendance						(11)
9. Punctuality						(12)
10. Cooperation with coworkers (teamwork)						(13)
11. Leadership/promotion potential						(14)
12. Personal appearance/dress						(15)
13. Working independently						(16)
14. Following directions						(17)

What are the major jobs filled by MTC graduates? _____

Compared with your other employees who have similar jobs, how would you rate the MTC graduates' overall on-the-job performance? (circle one) (18)

1. above average
2. average
3. below average

Comments: _____

Would you recommend Midlands' graduates to other employers? (19)

1. yes
2. no
3. unsure

Comments: _____

SATISFACTION WITH MTC PROFESSIONAL STAFF:

Please rate your satisfaction with the working relationship between MTC administrators or faculty and staff and your business, with respect to:

	Excellent	Good	Satisfactory	Fair	Poor	Not Applicable	
Frequency of Contacts							(20)
Usefulness of Contacts							(21)
Resolution of Problems							(22)
Follow-up Services							(23)
Other							

Comments: _____

What suggestions do you have for improving the management/marketing program at Midlands Technical College? _____

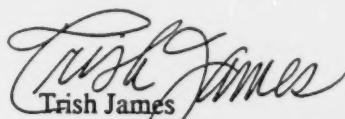
A SPECIAL MESSAGE FOR YOU FROM MIDLANDS TECHNICAL COLLEGE!

Dear Alumni:

We sincerely need your help to assure Midlands Technical College achieves its rightful place in our community as a premier institution of higher education. Although you have not responded to our previous questionnaires, we now ask you to reconsider. Your completion and return of this questionnaire will provide us with vital information necessary to improve our programs for future generations of students and build a reputation which can benefit all graduates.

The information that you supply will be kept completely confidential. Your Social Security number is requested for research purposes only and will not be listed on any report. Some items may not be applicable to you, or you may not wish to answer a particular question. If this is the case, skip the item and go on to the next question.

If you have any questions, please call the Office of Alumni Relations at (803) 822-3203 or 3246. We need to hear from you!



Trish James
Coordinator of Alumni Relations

PLEASE TURN TO NEXT PAGE



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Midlands Technical College offers equal opportunity in education and employment to all qualified persons regardless of race, color, sex, age, national origin, religion, or handicap.

PERSONAL DATA

(This information helps us keep you informed about future developments at Midlands Technical College.)

Name: Mr. _____ ()
 Mrs. _____
 Ms. _____

Home Address: _____
 Street/PO Box _____ City _____ State _____ Zip _____

Home Phone No: () _____ Social Security No. _____ - _____ - _____

Alternate Address: _____
 Street/PO Box _____ City _____ State _____ Zip _____

EMPLOYER AND OCCUPATIONAL INFORMATION

(This information is valuable for our Career Placement office in guiding current students toward potential employers who have demonstrated strong support for our graduates.)

Company Name: _____

Your Job Title: _____ Supervisor's Name: _____

Business Address: _____
 Street/PO Box _____ City _____ State _____ Zip _____

Business Phone: () _____ Extension _____

Please check the appropriate box that applies:

Full-time ☐ Not employed ☐ Part-time ☐ Student ☐ Self-employed ☐ Between Jobs ☐ Volunteer ☐ Retired ☐

Do you feel your MTC experiences have improved the quality of your life? Yes ☐ No ☐

Would you recommend to your friends and acquaintances that they attend MTC? Yes ☐ No ☐

Would you send your children to MTC? Yes ☐ No ☐

COLLEGE PROGRAMS AND SERVICES

Please indicate your level of participation and satisfaction with BOTH of the following aspects of programs and services at Midlands Technical College. Circle the number for each that best describes your response.

How often did you use this program or service?

Frequency			
Frequently	Occasionally	Seldom	Never
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Rate the quality of the program or service?

	Quality			
	Excellent	Good	Fair	Poor
	1	2	3	4
Admissions	1	2	3	4
Student Assessment	1	2	3	4
Registration	1	2	3	4
Financial Aid Services	1	2	3	4
New Student Orientation	1	2	3	4
Cashier Services	1	2	3	4
Placement Services	1	2	3	4
Career Counseling Services	1	2	3	4
Faculty Advising	1	2	3	4
Computer Resources	1	2	3	4
Library Resources	1	2	3	4
Student Life Programs/Services	1	2	3	4
Bookstore Services	1	2	3	4
Cafeteria Services	1	2	3	4
Parking Facilities	1	2	3	4

ACADEMIC PROGRAMS

Did you achieve your educational objective at MTC? Yes ☐ No ☐

Your Major program at MTC: _____ Year Program Completed: 19__

Did you receive a: (Check one) Degree ☐ Diploma ☐ Certificate ☐

Please rate your level of satisfaction with the following aspects of educational programs at Midlands Technical College. Circle the number that best describes your response.

Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Does Not Apply	
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					
1	2	3	4	5					

PERSONAL GROWTH

How much did your experiences at Midlands Technical College contribute to your personal growth in each of the following areas? Circle the number that best describes your response.

Very Much		Somewhat		Very Little		Does Not Apply	
1	2	3	4	5	1	2	3
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			

SALARY/INCOME RANGE

(This formation is requested to realistically assess and validate the income range we can project for students after graduation.)

Personal Income	Personal Income	Personal Income
Less than \$10,000 ☐	\$10,001 - \$20,000 ☐	\$20,001 - \$30,000 ☐
\$30,001 - \$40,000 ☐	\$40,001 - \$50,000 ☐	Over \$50,000 ☐

ABOUT MTC ALUMNI ASSOCIATION NEWSLETTER

Do you receive the alumni newsletter, ALLIANCE? Yes ☐ No ☐

Would you like to receive ALLIANCE? Yes ☐ No ☐

What articles would you like to read/see in ALLIANCE? (Check all that apply.)

Cultural Events ☐ Campus News ☐ Student News ☐ Faculty ☐ Career Information ☐

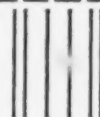
Comments: _____

- MAILING INSTRUCTIONS -

THANK YOU FOR TAKING THE TIME
TO COMPLETE THIS SURVEY FORM.
FOLD ALONG THE DOTTED LINE,
PLEASE TAPE THE BOTTOM CLOSED,
AND MAIL TODAY.

THANK YOU!

FOLD ALONG THIS LINE



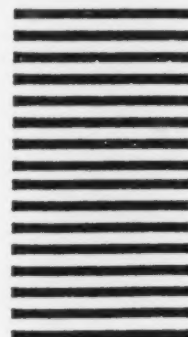
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MIDLANDS TECHNICAL COLLEGE
POST OFFICE BOX 2408
COLUMBIA SC 29202-9957



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**SUMTER AREA
TECHNICAL COLLEGE**

Section 1: We are interested in your overall assessment of the services listed below. Please circle your response.

If you are not familiar with an administrative service or if you provide the service, please circle "N/A" (Not Applicable). If you circle "NO", you are encouraged to use the "COMMENTS" section to identify the primary reason for your response.

1. Do you receive sufficient information from the finance area to plan your budget? YES NO N/A

COMMENTS:

2. Do you receive sufficient information from the finance area to monitor your expenses during the fiscal year? YES NO N/A

COMMENTS:

3. Are personnel policies readily available to you? YES NO N/A

COMMENTS:

4. Are personnel policies easy to understand? YES NO N/A

COMMENTS:

5. Are available benefits as well as changes in benefits explained in sufficient detail? YES NO N/A

COMMENTS:

6. Are the necessary instructional materials ordered properly and received in sufficient number prior to the beginning of each term? YES NO N/A

COMMENTS:

7. Do you feel that the publications produced for and about this institution create a positive image for the school? YES NO N/A

COMMENTS:

8. Does the grants department provide adequate support to your department/division? YES NO N/A

COMMENTS:

9. Are purchases made through the purchasing office received in a timely fashion? YES NO N/A

COMMENTS:

10. Are you asked to provide input when renovations of your work space are planned? YES NO N/A

COMMENTS:

11. Is the space at your institution utilized effectively?

YES NO N/A

COMMENTS:

12. Does internal communication keep you adequately informed?

YES NO N/A

COMMENTS:

13. Do you feel that the advertising activities achieve the appropriate image for this institution?

YES NO N/A

COMMENTS:

14. Are the computer resources available to you sufficient for the performance of your job responsibilities?

YES NO N/A

COMMENTS:

15. Are conference/meeting rooms convenient to schedule?

YES NO N/A

COMMENTS:

16. Does the food service provided on campus meet your needs?

YES NO N/A

COMMENTS:

17. Is telephone service on campus adequate for your job requirements?

YES NO N/A

COMMENTS:

18. Is the mail and distribution service on campus adequate for your job requirements?

YES NO N/A

COMMENTS:

19. Do you feel safe when you are on campus during the day?

YES NO N/A

COMMENTS:

20. Do you feel safe when you are on campus at night?

YES NO N/A

COMMENTS:

21. Are there sufficient signs on campus?

YES NO N/A

COMMENTS:

IF YOU ARE NOT DIRECTLY INVOLVED WITH STUDENTS, PLEASE CHECK HERE AND GO TO SECTION 2, PAGE 4. _____

22. Do you feel that college recruitment activities and materials present an accurate and honest picture of the college? YES NO N/A

COMMENTS:

23. Are college admissions, assessment and placement procedures readily available to you? YES NO N/A

COMMENTS:

24. Are college admissions, assessment and placement procedures easy to understand? YES NO N/A

COMMENTS:

25. Do you feel that the college's placement test provides appropriate placement of students into entry-level courses? YES NO N/A

COMMENTS:

26. Do you receive sufficient information to advise students properly? YES NO N/A

COMMENTS:

27. Are student registration, schedule change and withdrawal procedures readily available to you? YES NO N/A

COMMENTS:

28. Are student registration, schedule change and withdrawal procedures easy to understand? YES NO N/A

COMMENTS:

29. Do you feel that the college's publications provide sufficient information about services provided to the students? YES NO N/A

COMMENTS:

If you wish to make additional comments, please use the "Additional Comments" section on page 6.

Section 2: Please rate the overall performance of the following groups of employees on the service that they provide.

If you have not had any contact with a group or if you are a member of the group, check "N/A".

For the groups with which you have had contact, check the appropriate response for each of the two questions.

WHEN YOU CALL UPON THEM FOR ASSISTANCE, ARE THESE EMPLOYEES HELPFUL?

DO THESE EMPLOYEES RESPOND TO YOUR NEEDS AND/OR REQUESTS IN A TIMELY MANNER?

	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N/A	N E V E R	S O M E T I M E S	M O S T T I M E S	A L W A Y S	N/A
1. Food Service										
2. Cashiers										
3. Security										
4. Bookstore										
5. Computer Center										
6. Custodial/Housekeeping										
7. Building Maintenance										
8. Equipment Maintenance										
9. Personnel										
10. Grants Development										
11. Purchasing Office										
12. Duplication/Printing										
13. Accounting/Budget Office										
14. Institutional Effectiveness/Research										

COMMENTS: If your comment applies to a specific employee group, please identify the group.

If you wish to make additional comments, please use the "Additional Comments" section on page 6.

Section 3: We are interested in your opinions about the overall quality of the facilities on campus.
If you wish to note an exception, use the Comments Section.

If you have never used the facility or if the facility is not available on your campus, please circle "N/A".
For the facilities you have used, circle your answer for each question.

	Is this facility large enough?	Is this facility properly equipped?	Is this facility properly lighted?	Is this facility a clean and pleasant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstore	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Faculty Lounges	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Parking	YES NO N/A	-----	YES NO N/A	YES NO N/A
7. Walkways and Grounds	YES NO N/A	-----	YES NO N/A	YES NO N/A
8. Canteens	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
9. Office Space	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Conference/Meeting Rooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific facility, please identify the facility.

If you wish to make additional comments, please use the "Additional Comments" section on page 6.

Section 4: Please check the appropriate information about you.

Employee Type: Faculty _____ Staff _____
 Status: Full-time _____ Part-time _____
 Functional Area of Assignment: Academic Programs/Services _____ Student Services _____
 Maintenance _____ Administration _____

On what campus are you located? _____ How long have you been employed here? _____ years

Thanks for participating in this survey.

Additional Comments

[illegible]

SUMTER AREA TECHNICAL COLLEGE



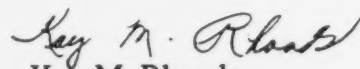
STUDENT SURVEY

WHAT DO YOU THINK?

Dear Sumter Area Technical College Student:

In an effort to evaluate the programs and services at the College, we are surveying students who have been enrolled for several quarters. Your confidential answers to these brief questions will help us do a better job of serving the needs of our students and our community.

We value your opinion, and we appreciate your help!



Kay M. Rhoads

Vice President for Development

Sumter Area Technical College Student Survey

I. General Information

In what program(s) are you currently enrolled? Circle your program(s) below.

ASSOCIATE DEGREES

Natural Resources Management Technology

Associate in Arts

Accounting
Management

Marketing
Office Systems Technology

Computer Technology

Engineering Technology
Civil Engineering Technology
Electronics Engineering Technology
Engineering Graphics Technology
Environmental Engineering Technology

Nursing

Automotive Technology
Electronics Technology
Industrial Mechanics Technology
Machine Tool Technology

General Technology

Criminal Justice Technology

Associate in Science

DIPLOMAS

General Office

Engineering Graphics

Industrial Electricity/Electronics
Industrial Mechanics

Child Development Assistant

Surgical Technology

CERTIFICATES

Accounting Clerk
Advanced Machine Tool
Automated Office Skills
Banking
Basic Air Conditioning/Heating/Sheetmetal
Basic Electronics
Basic Welding
Brake, Suspension & Steering Repair
Child Development Specialist
Computer Aided Design/Drafting
Computer Numerical Control Machine Tool Operator
Computer Numerical Control Programmer
Computer Technology/COBOL Programming
Computer Technology/RPG II Programming
Diesel

Drafting
Drive Train Repair
Electrical System Repair (Automotive)
Engine Performance
Engine Repair
Fashion Merchandising
Gas, Arc, and Inert Gas Welding
General Business
Hazardous Materials
Health Care Specialist
Heating and Air Conditioning Repair (Automotive)
Industrial Electricity/Electronics
Industrial Maintenance
Industrial Management
Laboratory Operations
Laboratory Technician
Machine Shop
Machine Tool Operator
Medical Assistant
Medical Transcriptionist
Microcomputer Applications
Microprocessor Electronics
Paralegal

Pharmacy Technician
Rehabilitative Science
Retail Clerk
Tool Room Machinist
Treatment Plant Maintenance
Unit Process Operations
Wastewater Treatment
Water Treatment
Welding I (Gas and Arc)
Welding II (Advanced Arc and Inert Gas)
Welding III (Advanced Welding)

ALSO

Nursing and Allied Health Prep
One-Plus-One Associate Degree Option (with Greenville
Technical College) in Physical Therapy Assistant

- ✓ Please check your student status
- ☐ day student
☐ evening student
☐ enrolled in both day and evening classes
- ☐ full time
☐ part time

II. College Programs and Services

As a student at Sumter Area Technical College, how well satisfied are you with the following aspects of college life? Please indicate your opinion by putting a check mark (✓) on the appropriate line for each item.

	Satisfied	Dissatisfied	Not Used
Registration process	_____	_____	_____
Freshman orientation programs	_____	_____	_____
Veterans services	_____	_____	_____
Financial aid services	_____	_____	_____
Food services/canteen	_____	_____	_____
Library facilities and services	_____	_____	_____
Classroom and lab facilities	_____	_____	_____
Developmental studies	_____	_____	_____
Writing Center	_____	_____	_____
Tutoring Center	_____	_____	_____
Coop Services	_____	_____	_____
Placement Services	_____	_____	_____
Student activities	_____	_____	_____
Parking	_____	_____	_____
Accuracy of the information received about the College before you enrolled	_____	_____	_____
General condition buildings/grounds	_____	_____	_____
Campus bookstore	_____	_____	_____
Study areas	_____	_____	_____
Faculty Advising	_____	_____	_____
Out- of- class availability of instructors	_____	_____	_____
Quality of instruction	_____	_____	_____
Availability of the courses you wanted	_____	_____	_____
Attitude of faculty toward students	_____	_____	_____
Attitude of staff toward students	_____	_____	_____

Please go to back page

III. Personal Growth

1. To what extent did the college enhance your personal growth in those areas of your life where you wanted to grow? Please indicate your opinion by circling the appropriate number on the "desired growth" scale and the corresponding "achieved growth" scale.

DESIRED GROWTH

Considerable
growth no
 growth

4 3 2 1

ACHIEVED GROWTH

no considerable
growth growth

1 2 3 4

4	3	2	1	My ability to get along with others	1	2	3	4
4	3	2	1	My ability to make good decisions	1	2	3	4
4	3	2	1	My ability to communicate orally	1	2	3	4
4	3	2	1	My ability to communicate in writing	1	2	3	4
4	3	2	1	My ability to manage my time better	1	2	3	4
4	3	2	1	My ability to study effectively	1	2	3	4
4	3	2	1	My ability to interact with others in a social setting	1	2	3	4
4	3	2	1	My ability to set personal and career goals	1	2	3	4
4	3	2	1	My ability to accept responsibility for my own actions	1	2	3	4
4	3	2	1	My ability to manage stress	1	2	3	4
4	3	2	1	My ability to clarify the values in my life	1	2	3	4
4	3	2	1	My ability to understand the differences among people	1	2	3	4
4	3	2	1	My ability to have respect and concern for others	1	2	3	4
4	3	2	1	My ability to make a budget and plan financially	1	2	3	4
4	3	2	1	My self-confidence (in personal/social settings)	1	2	3	4
4	3	2	1	My self-confidence (in an educational setting)	1	2	3	4
4	3	2	1	My leadership skills	1	2	3	4
4	3	2	1	My self-esteem	1	2	3	4
4	3	2	1	My appreciation for cultural events	1	2	3	4
4	3	2	1	My health and physical well-being	1	2	3	4
4	3	2	1	My knowledge of current events	1	2	3	4
4	3	2	1	My knowledge of health issues (AIDS, alcohol, & drug, abuse, family planning)	1	2	3	4
4	3	2	1	My basic skill areas (reading, writing, math)	1	2	3	4

WHAT DO YOU THINK?

Dear Sumter Area Tech Graduate:

In an effort to evaluate the programs and services at Sumter Area Technical College, we are surveying all graduates within one year after they have completed their programs of study. Your confidential answers to these brief questions will help us do a better job of serving the needs of our students and our community.

Please take a few minutes right now to complete the survey form and drop it in the mail within ten days (no stamp required). If you have any questions, call the Office of Development at (803) 778-1961, ext. 319 or ext. 308.

We appreciate your help!

Kay M. Rhoads
Vice President for Development

Sumter Area Technical College

506 North Guignard Drive
Sumter, South Carolina 29150
803/778-1961

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Sumter Area Technical College Graduate Survey

College Programs and Services

When you were enrolled at Sumter Area Technical College, how well satisfied were you with the following aspects of college life? Indicate your opinion by putting a check mark (✓) on the appropriate line for each item.

	Satisfied	Dissatisfied	Not Used
Registration process	_____	_____	_____
Freshman orientation programs	_____	_____	_____
Veterans services	_____	_____	_____
Financial aid services	_____	_____	_____
Food services/canteen	_____	_____	_____
Library facilities and services	_____	_____	_____
Classroom and lab facilities	_____	_____	_____
Developmental studies	_____	_____	_____
Writing Center	_____	_____	_____
Tutoring Center	_____	_____	_____
Coop Services	_____	_____	_____
Placement Services	_____	_____	_____
Student activities	_____	_____	_____
Parking	_____	_____	_____
Accuracy of the information received about the College before you enrolled	_____	_____	_____
General condition buildings/grounds	_____	_____	_____
Campus bookstore	_____	_____	_____
Study areas	_____	_____	_____
Faculty Advising	_____	_____	_____
Out- of- class availability of instructors	_____	_____	_____
Quality of instruction	_____	_____	_____
Availability of the courses you wanted	_____	_____	_____
Attitude of faculty toward students	_____	_____	_____
Attitude of staff toward students	_____	_____	_____

Personal Growth

1. To what extent did your attendance at Sumter Area Technical College help you accomplish the following? Indicate your opinion by putting a check mark (✓) on the appropriate line for each item.

	Extremely Helpful	Somewhat Helpful	Not Helpful	Not Applicable
Improve your communication skills	_____	_____	_____	_____
Improve your mathematics skills	_____	_____	_____	_____
Enhance your appreciation of science	_____	_____	_____	_____
Increase your ability to use a computer	_____	_____	_____	_____
Improve your problem solving skills	_____	_____	_____	_____
Clarify your educational or career goals	_____	_____	_____	_____
Enhance your self-confidence	_____	_____	_____	_____
Improve your leadership/ management skills	_____	_____	_____	_____
Expand your awareness of today's global/multicultural society	_____	_____	_____	_____
Cultivate an openness to new ideas and opportunities	_____	_____	_____	_____
Improve your ability to make decisions based on personal values	_____	_____	_____	_____

2. Have you voted in a local, state, or national election since you graduated? ☐ Yes ☐ No
3. Do you belong to a civic, professional, or religious organization? ☐ Yes ☐ No
4. Have you done any volunteer work for a community or church group since you graduated? ☐ Yes ☐ No
5. Have you read any books and/or magazine articles for pleasure or for professional purposes? ☐ Yes ☐ No

Employment Information

1. What program or programs did you complete at Sumter Area Technical College? (For example, Accounting, Computer Aided Design, Nursing (ADN), Associate in Arts, etc.) Please indicate whether it was an associate degree, a diploma, or a certificate program. _____

2. What is your current employment status? (Circle one number only.)

- 1 Work part time (less than 30 hours a week)
- 2 Work full time (30 or more hours a week)
- 3 Active duty military
- 4 Full-time homemaker
- 5 Retired
- 6 Unemployed - but seeking work
- 7 Unemployed - not seeking work because I'm going to school
- 8 Unemployed - not seeking work because of disability
- 9 Unemployed - not seeking work for another reason (please explain) _____

3. Is your job related to the program you completed at Sumter Area Technical College? (Circle one number only.)

- 1 No
- 2 Yes, somewhat related
- 3 Yes, closely related
- 4 Yes, directly related

If no, why are you not working on a job related to your program? (Circle one number only.)

- 1 I haven't really looked for a job in my field of study.
- 2 I haven't been able to find a job opening in my field.
- 3 I've been unwilling to relocate to take a job in my field.
- 4 Most jobs in my field require more education than I have.
- 5 Most jobs in my field require more experience than I have.
- 6 I prefer to work in another field.
- 7 I found a better paying job in another field.
- 8 Another reason (please explain) _____

4. For whom do you work?

Name of company, agency, etc. _____
 Street address _____
 City and state _____
 Name of your immediate supervisor _____

5. How much do you earn from this job each MONTH before taxes? (Do not include retirement income or income from a second job.)

- 1 up to \$399
- 2 \$400 to \$599
- 3 \$600 to \$799
- 4 \$800 to \$999
- 5 \$1000 to \$1,199
- 6 \$1,200 to \$1,399
- 7 \$1,400 to \$1,599
- 8 \$1,600 to \$1,799
- 9 \$1,800 or more

6. How satisfied are you with your job?

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied

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MAILING INSTRUCTIONS

THANKS FOR TAKING TIME TO
COMPLETE THIS SURVEY FORM.
PLEASE FOLD ON THE DOTTED LINE,
TAPE (DO NOT STAPLE) AT BOTTOM,
AND MAIL TODAY

THANK YOU

FOLD ALONG THIS LINE

SUMTER AREA TECHNICAL COLLEGE
506 NORTH GUIGNARD DRIVE
SUMTER SC 29150-2499



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PLACEMENT SERVICES QUESTIONNAIRE

Sumter Area Technical College

Please assist us by circling the number which reflects your assessment. You may wish to retain a copy for your files.

	<u>Least</u> Satisfactory					<u>Most</u> Satisfactory				
1. Employee(s) performance in applying/interviewing	1	2	3	4	5	6	7	8	9	10
2. Employee(s) educational training	1	2	3	4	5	6	7	8	9	10
3. Employee(s) preparation for immediate work	1	2	3	4	5	6	7	8	9	10
4. Employee(s) interpersonal skills	1	2	3	4	5	6	7	8	9	10
5. Employee(s) attitude	1	2	3	4	5	6	7	8	9	10
6. Employee(s) responsibility	1	2	3	4	5	6	7	8	9	10
7. Employee(s) grooming and appropriate dress	1	2	3	4	5	6	7	8	9	10
1. Candidates referred were qualified for position	1	2	3	4	5	6	7	8	9	10
2. Degree to which you would recommend our services to others	1	2	3	4	5	6	7	8	9	10
3. Overall satisfaction with SATC's Placement Services	1	2	3	4	5	6	7	8	9	10

COMMENTS OR SUGGESTIONS REGARDING OUR PROGRAMS AND/OR SERVICES:

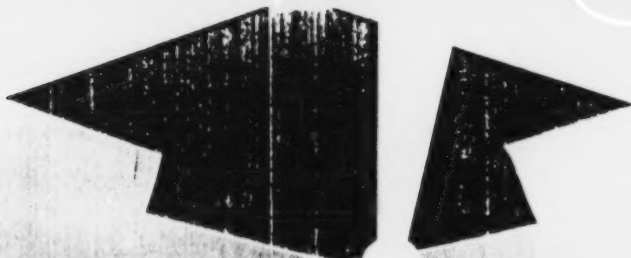
Name: _____

Date _____

Title: _____

Company: _____

Lx-85a



GRADUATE FOLLOW-UP

A Survey of 1991 Graduates

TRIDENT
TECHNICAL
COLLEGE

This survey is being sent to all 1991 Trident graduates to help us make Trident a better college. If you want to comment on any questions or qualify your answers, please feel free to write in the margins. Your comments will be read and taken into account.

Thank you for your help

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Please circle one answer per question.

1. What was the main reason you attended Trident—what was your goal?
 - 1 To learn skills that would help me get a new job
 - 2 To learn skills that would help me on the job I already had
 - 3 To earn transfer credit toward a bachelor's degree
 - 4 To learn things for my personal benefit or enjoyment
2. Did you accomplish this goal?
 - 1 No
 - 2 Yes

If no, why do you feel you didn't accomplish your goal?

3. What program did you complete at Trident during the 1990-91 college year? (For example, Accounting, Computer Aided Design, Air Conditioning/Refrigeration, Nursing (ADN), Associate in Arts, etc.)

4. What is your current employment status? (Circle one number only.)
 - 1 Work part time (less than 30 hours a week)
 - 2 Work full time (30 or more hours a week)
 - 3 Active duty military
 - 4 Full-time homemaker
 - 5 Retired
 - 6 Unemployed but seeking work
 - 7 Unemployed not seeking work because I'm going to school
 - 8 Unemployed not seeking work because of disability
 - 9 Unemployed not seeking work for another reason (please explain) _____

If you are currently employed either part time or full time please continue with question 5. If you are not currently employed, please skip to question 14.

5. What is your job title? (For example, marketing assistant, machinist, respiratory therapist, programmer, etc.)

6. Is your job related to the program you completed at Trident?

- 1 No
- 2 Yes, somewhat related
- 3 Yes, closely related
- 4 Yes, directly related

If no, why are you not working on a job related to your program? (Circle one number only.)

- 1 I haven't really looked for a job in my field of study.
- 2 I haven't been able to find a job opening in my field.
- 3 I've been unwilling to relocate to take a job in my field.
- 4 Most jobs in my field require more education than I have.
- 5 Most jobs in my field require more experience than I have.
- 6 I prefer to work in another field.
- 7 I found a better paying job in another field.
- 8 Another reason (please explain)

If your job is not related to your program, please skip to question 14.

7. When did you start working at your current job?

- 1 Before I started attending Trident
- 2 While I was at Trident, before I completed my program
- 3 After I completed my program at Trident

8. For whom do you work?

Name of company, agency, etc. _____

Street address _____

City and state _____

Name of your immediate supervisor _____

9. In what county is this job located?

- 1 Berkeley County
- 2 Charleston County
- 3 Dorchester County
- 4 Other South Carolina county
- 5 Outside South Carolina

10. How did you first find out about this job?

- 1 Trident's Career Placement office (by phone, mail or the job board)
- 2 Trident's cooperative education program
- 3 S.C. State Job Service
- 4 Newspaper advertisement
- 5 Friends or relatives
- 6 Faculty members
- 7 Internship or rotation
- 8 Other (please specify) _____

11. How much do you earn from this job each MONTH before taxes? (Do not include retirement income or income from a second job.)

- 1 Up to \$399
- 2 \$400 to \$599
- 3 \$600 to \$799
- 4 \$800 to \$999
- 5 \$1,000 to \$1,199
- 6 \$1,200 to \$1,399
- 7 \$1,400 to \$1,599
- 8 \$1,600 to \$1,799
- 9 \$1,800 to \$1,999
- 10 \$2,000 or more

12. How satisfied are you with your job?

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied

13. Do you feel that the education or training you received at Trident adequately prepared you for your job or upgraded your skills for your present job?

- 1 No
- 2 Yes, prepared me for my job
- 3 Yes, upgraded my skills

14. If you are not presently employed or if your current job is not related to the program you completed at Trident, have you had a related job at any time since you left Trident?

- 1 No
- 2 Yes, a somewhat related job
- 3 Yes, a closely related job
- 4 Yes, a directly related job

15. Name of previous employer _____

City and state _____

Job title _____

16. Are you currently attending college?

- 1 No
- 2 Yes, part time (less than 12 hours a quarter or semester)
- 3 Yes, full time (12 or more hours a quarter or semester)

If yes, what college?

- 1 Charleston Southern University
- 2 The Citadel
- 3 College of Charleston
- 4 Medical University of South Carolina
- 5 Trident Technical College
- 6 Other technical or business school

7 Other two-year college

8 Other four-year college or university

If yes, what is your major? _____

17. How satisfied are you with the education you received at Trident?

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied

18. What do you feel was the greatest strength of the program you completed at Trident?

19. What do you feel was this program's greatest weakness?

20. What do you think is the most important thing Trident could do to improve this program? (Include specific pieces of equipment for which instruction should be provided.)

21. When you attended Trident, how satisfied or dissatisfied were you with each item listed below? Circle only one number for each item. Do not respond to items you did not use.

	Very Satisfied			Very Dissatisfied		
1 Pre admissions advising and testing	1	2	3	4	5	
2 Registration process	1	2	3	4	5	
3 Financial aid services	1	2	3	4	5	
4 Description of College offerings in College publications	1	2	3	4	5	
5 Attitude of nonteaching staff toward students	1	2	3	4	5	
6 Availability of courses at convenient times	1	2	3	4	5	
7 Academic advising	1	2	3	4	5	
8 Lab/shop equipment and supplies	1	2	3	4	5	
9 Library facilities and services	1	2	3	4	5	
10 Career and personal counseling	1	2	3	4	5	
11 Student Success Center services	1	2	3	4	5	
12 Career Placement	1	2	3	4	5	
13 Co-op services	1	2	3	4	5	
14 Student Activities	1	2	3	4	5	

22. To what extent did your attendance at Trident help you accomplish the following? Circle only one number for each question.

	Extremely Helpful			Not Helpful	
	1	2	3	4	5
1 Improve your communication skills	1	2	3	4	5
2 Increase your ability to use mathematics	1	2	3	4	5
3 Improve your science and technology skills	1	2	3	4	5
4 Increase your ability to use a computer	1	2	3	4	5
5 Improve your problem solving skills	1	2	3	4	5
6 Clarify your educational or career goals	1	2	3	4	5
7 Enhance your self-confidence	1	2	3	4	5
8 Increase your enjoyment of learning	1	2	3	4	5
9 Improve your leadership/management skills	1	2	3	4	5
10 Expand your awareness of today's global/multicultural society	1	2	3	4	5
11 Cultivate an openness to new ideas and opportunities	1	2	3	4	5

23. When you were attending Trident, were you usually a part-time or full-time student?

- 1 Part time (less than 12 hours a quarter)
- 2 Full time (12 or more hours a quarter)

24. Where did you usually attend classes?

- 1 Main Campus
- 2 Berkeley Campus
- 3 Palmer Campus
- 5 Off-campus location

25. When did you usually attend classes?

- 1 Days
- 2 Evenings

26. Did you receive any financial aid while attending Trident?

- 1 No
- 2 Yes

If yes, circle all that apply.

- 1 Veterans benefits
- 2 Pell Grant
- 3 Work-Study
- 4 Student Loan
- 5 JTPA or SCVR
- 6 My employer paid all or part of my tuition
- 7 Other (please specify) _____

OFFICE USE ONLY

- 27. _____
- 28. _____
- 29. _____

Is there anything else you would like to tell us about what you're currently doing or what you think we could do to make Trident a better college? If so, please use this space for that purpose.

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Employer Follow-up Survey

SPRING 1992

The purpose of this survey is to determine how well Trident's recent graduates are performing on the job. Survey results will be used to evaluate the effectiveness of Trident's instructional programs.

Graduate Information

Graduate's name _____

Program graduate completed in 1990-91 _____

Graduate's job title _____

Employer Information

Name of company, agency, etc. _____

Street address _____

City and state _____

Telephone number _____

Name of graduate's immediate supervisor _____

Interview Information

Name of person interviewed _____

Position of person interviewed _____

Date of interview _____ Time _____

Name of Trident interviewer _____

Circle only one number for each question.

Page 2

1. What is your relationship to the graduate?

- 1 Employer
- 2 Supervisor
- 3 Other (please specify) _____

2. How long has the graduate worked for you (this company, this agency, etc.)?

- 1 0 to 6 months
- 2 7 to 12 months
- 3 13 to 24 months
- 4 More than two years

3. What are his or her basic job duties?

4. What is the *minimum* level of education you require for this type of job?

- 1 Less than high school diploma
- 2 High school diploma
- 3 One-year occupational program certificate or diploma
- 4 Two years of college—no degree
- 5 Two-year associate degree
- 6 Four or more years of college
- 7 Other (please specify) _____

5. When the graduate first started working for you, what do you feel were his or her *greatest strengths*?

6. What do you feel were his or her *greatest weaknesses*?

7. Do you feel the training the graduate received at Trident adequately prepared him or her for this job?

- 1 No
- 2 Yes

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Technical Skills. Compared with your other workers who have similar jobs, how would you rate this employee in each of the following areas? (Please circle one number for each item.)

	Not Applicable	Below Average	About Average	Above Average
8. Job-related knowledge	0	1	2	3
9. Ability to operate job-related tools, instruments and equipment	0	1	2	3
10. Other job-related technical skills	0	1	2	3
11. Organizational skills	0	1	2	3
12. Communication skills	0	1	2	3
13. Math skills	0	1	2	3
14. Overall quality of work	0	1	2	3
15. Quantity of work accomplished	0	1	2	3
16. Safety habits	0	1	2	3
17. Care of equipment	0	1	2	3

Personal Skills. Compared with your other workers who have similar jobs, how would you rate this employee in each of the following areas? (Please circle one number for each item.)

	Not Applicable	Below Average	About Average	Above Average
18. Attendance	0	1	2	3
19. Punctuality	0	1	2	3
20. Attitude toward job	0	1	2	3
21. Ability to follow instructions	0	1	2	3
22. Ability to work without supervision	0	1	2	3
23. Willingness to learn and improve	0	1	2	3
24. Ability to work well under pressure	0	1	2	3
25. Cooperation with fellow workers	0	1	2	3
26. Cooperation with management	0	1	2	3
27. Personal appearance, dress	0	1	2	3

Circle only one number for each question.

Page 4

28. Compared to your other employees who have similar jobs, how would you rate the graduate's overall on-the-job performance?

- 1 In the lowest quarter
- 2 In the bottom half, but not in the lowest quarter
- 3 In the top half, but not in the highest quarter
- 4 In the highest quarter

29. If you had an opening, would you hire another Trident graduate for this type job?

- 1 No
- 2 Not sure
- 3 Yes

→ 30. Why not? _____

31. Would you recommend Trident graduates to other employers?

- 1 No
- 2 Not sure
- 3 Yes

→ 32. Why not? _____

33. What do you think are the most important things Trident could do to improve the graduate's skills, knowledge or attitudes?

34. Have you or your company participated in Trident's Cooperative Education program?

- 1 No
- 2 Yes

→ If no, would you be interested in learning more about the program?

- 1 No
- 2 Yes

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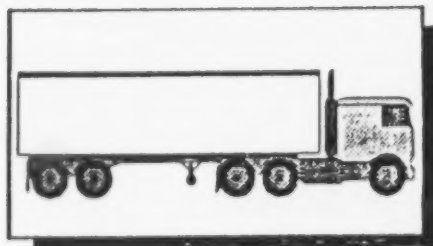
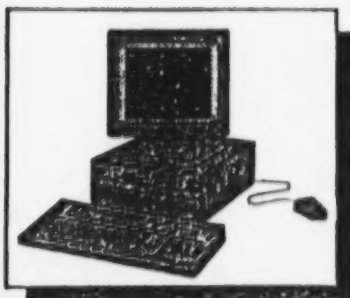
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WTC

Williamsburg Technical College

Williamsburg Technical College exists to serve student and community needs. This survey is designed to solicit information from students that will enable the faculty and administration to better understand what improvements are necessary to make Williamsburg Tech a more effective college. If you want to comment on any questions or qualify your answers, please feel free to write in the margins. Your comments will be read and taken into account.

Thank you for your help.



1. Please circle the numbers below which apply to you:

- | | |
|--------------------------------------|----------------------|
| 1 - New Student | 12 - Single |
| 2 - Continuing Student | 13 - Married |
| 3 - Returning Student | |
| 4 - High School Vocational Education | 14 - Black |
| 5 - Project Upward Bound | 15 - White |
| 6 - Continuing Education Student | 16 - American Indian |
| 7 - Other _____ | 17 - Hispanic |
| | 18 - Asian |
| 8 - Part-Time | 19 - Other _____ |
| 9 - Full-Time | |
| 10 - Male | |
| 11 - Female | |

Program of Study

- 20 - Cosmetology
- 21 - General Office
- 22 - General Business
- 23 - Office Systems Technology
- 24 - General Technology
- 25 - Associate in Arts
- 26 - Associate in Science
- 27 - Intermediate Welding Practices
- 28 - Automotive Repair
- 29 - Construction Drafting
- 30 - Tailoring
- 31 - Word Processing Certificate
- 32 - Medical Office Clerical Assistant
- 33 - Electrical
- 34 - Criminal Justice
- 35 - General College Studies
- 36 - Prenursing
- 37 - Other _____

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BEST COPY AVAILABLE

2. How did you learn about WTC and the course(s) you are taking this term

- | | |
|----------------|------------------|
| 1. Newspaper | 4. Telephone |
| 2. Radio | 5. A WTC student |
| 3. Direct Mail | 6. Other _____ |

3. If your choice was newspaper or radio, please list which newspaper or radio station.

4. Please circle your reasons for attending WTC this term.

1. To take a few job-related courses
 2. Location of WTC
 3. Quality of instruction
 4. Paid for by employer
 5. Low cost of tuition
 6. Self improvement
 7. To obtain a certificate or diploma
 8. To obtain an associate degree
 9. To obtain or renew certification
 10. To take courses to transfer
 11. Placed in VOC ED by high school
 12. Recommended by counselor
 13. My high school offered me no other choice
 14. Academic reputation
 15. Other _____
-

5. Now, underline the response given to question #4 which indicates your most important reason for attending WTC.

6. If you plan to transfer credit(s) to another college, please list the name of that college.

7. What courses not offered would you like to see at WTC?

8. The following statements reflect the goals of many college students. If these goals are important to you, circle 1. If you are achieving or have achieved these goals, also circle 2.

These goals are important to me.

I am achieving these goals at WTC.

↓ ↓

ACADEMIC

- | | | |
|---|---|---|
| 1 | 2 | A. To increase my knowledge and understanding in an academic field |
| 1 | 2 | B. To obtain a college degree |
| 1 | 2 | C. To complete courses necessary to transfer to another institution |

CAREER GOALS

- | | | |
|---|---|--|
| 1 | 2 | D. To discover career interests |
| 1 | 2 | E. To prepare for a new career |
| 1 | 2 | F. To increase my knowledge for my present job or career |
| 1 | 2 | G. To increase my chances for a raise or promotion |

SOCIAL GOALS

- | | | |
|---|---|---|
| 1 | 2 | H. To become actively involved in student life and campus activities |
| 1 | 2 | I. To meet people |
| 1 | 2 | J. To increase my self-confidence |
| 1 | 2 | K. To improve my leadership skills |
| 1 | 2 | L. To improve my ability to get along with others |
| 1 | 2 | M. To develop my ability to be independent, self-reliant, and adaptable |

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9. How are we doing? Please indicate your level of satisfaction with the following services at WTC by rating them (S)atisfactory, (U)nsatisfactory, or (N)o opinions:

- () 1. Academic advising services
- () 2. Financial aid services
- () 3. Personal counseling services
- () 4. Work-study program
- () 5. Career planning services
- () 6. Food services
- () 7. Job placement services
- () 8. Library facilities and services
- () 9. Honors program
- () 10. Computer services
- () 11. Parking facilities
- () 12. Veterans services
- () 13. Book Store
- () 14. Business Office
- () 15. College-sponsored social activities

10. If you rated any WTC services as unsatisfactory, be specific. Tell us what is unsatisfactory about them.

11. Please rate the WTC environment with (S)atisfactory, (U)nsatisfactory, or (N)o opinion:

- () 1 - Academic probation/suspension policies
- () 2 - Registration procedures
- () 3 - Testing/grading system
- () 4 - Availability of your advisor
- () 5 - Racial harmony at this college
- () 6 - Concern for you as an individual
- () 7 - Faculty attitude toward students
- () 8 - Rules governing student conduct
- () 9 - Classroom facilities
- () 10 - Laboratory facilities
- () 11 - Preparation for job
- () 12 - Admissions procedures
- () 13 - Student government
- () 14 - Course content

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12. If you rated any part(s) of the WTC environment as unsatisfactory, be specific. Tell us what is unsatisfactory about it.

13. Does either of your parents have a Bachelor's (four-year college) degree?

Y/N

14. Do you have a job?

Y/N

If yes, how many hours per week do you work? _____

15. How many miles do you travel (one way) to attend WTC? _____

Do you car pool?

Y/N

16. Indicate the source(s) of funding for your college education in percentages.

Parents _____

Spouse _____

Self _____

Employer _____

VA _____

Grant _____

Other _____

17. List any problem(s) you may have attending WTC:

18. Please share with us any suggestions you have for improving Williamsburg Technical College:

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Thank you for participating in this effort to improve
WILLIAMSBURG TECHNICAL COLLEGE.
We sincerely appreciate your help.

9/91

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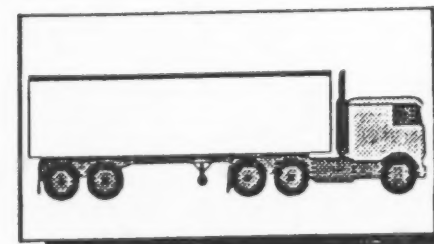
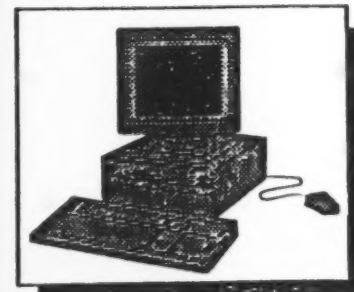
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WTC

*Williamsburg
Technical
College*

Williamsburg Technical College exists to serve student and community needs. This survey is designed to solicit information from students that will enable the faculty and administration to better understand what improvements are necessary to make Williamsburg Tech a more effective college. If you want to comment on any questions or qualify your answers, please feel free to write in the margins. Your comments will be read and taken into account.

Thank you for your help.



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17. List any problem(s) you may have attending WTC:

18. Please share with us any suggestions you have for improving
Williamsburg Technical College:



Thank you for participating in this effort to improve
WILLIAMSBURG TECHNICAL COLLEGE.
We sincerely appreciate your help.

WILLIAMSBURG TECHNICAL COLLEGE

Administrative Services/Facilities/Student Development Services and Programs
Faculty and Staff Survey

Section 1: We are interested in your overall assessment of the services listed below. Please circle your response.

If you are not familiar with an administrative service or if you provide the service, please circle "N/A" (Not Applicable). If you circle "NO", you are encouraged to use the "COMMENTS" section to identify the primary reason for your response

1. Do you receive sufficient information from the Business Office to plan your budget?	YES	NO	N/A
COMMENTS:			
2. Do you receive sufficient information from the Business Office to monitor your expenses during the fiscal year?	YES	NO	N/A
COMMENTS:			
3. Are personnel policies readily available to you and easy to understand?	YES	NO	N/A
COMMENTS:			
4. Are available benefits as well as changes in benefits explained in sufficient detail?	YES	NO	N/A
COMMENTS:			
5. Are non-instructional purchases made through the purchasing office received in a timely fashion?	YES	NO	N/A
COMMENTS:			
6. Are the necessary instructional materials ordered properly and received in sufficient number prior to the beginning of each term?	YES	NO	N/A
COMMENTS:			
7. Do you feel that the publications (news releases, catalog, and related materials) produced for and about this institution create a positive image for the college?	YES	NO	N/A
COMMENTS:			
8. Are you asked to provide input when renovations of your work space are planned?	YES	NO	N/A
COMMENTS:			
9. Is the space in your institution utilized effectively?	YES	NO	N/A
COMMENTS:			
10. Do internal communications keep you adequately informed?	YES	NO	N/A
COMMENTS:			

11. Are the computer resources available to you sufficient for the performance of your job responsibilities? YES NO N/A

COMMENTS:

12. Are conference/meeting rooms convenient to schedule? YES NO N/A

COMMENTS:

13. Does the food service provided on campus meet your needs? YES NO N/A

COMMENTS:

14. Is telephone service on campus adequate for your job requirements? YES NO N/A

COMMENTS:

15. Is the mail distribution service on campus adequate for your job requirements? YES NO N/A

COMMENTS:

16. Do you feel safe when you are on campus during the day? YES NO N/A

COMMENTS:

17. Do you feel safe when you are on campus at night? YES NO N/A

COMMENTS:

18. Are there sufficient signs on campus? YES NO N/A

COMMENTS:

19. Are college admissions, testing and placement procedures readily available to you and easy to understand? YES NO N/A

COMMENTS:

20. Do you feel that the college's placement test provides appropriate placement of students into entry-level courses? YES NO N/A

COMMENTS:

21. Are student registration, schedule change and withdrawal procedures readily available to you and easy to understand? YES NO N/A

COMMENTS:

Section 2, Part 1: On this page, please rate the services/programs provided by each group of employees.

If you have not had any contact with a group or if you are a member of the group, check "Never" for the first question and go to the next group of employees.

For the groups with which you have had contact, check the appropriate response for each question.

DURING THE LAST YEAR, HOW OFTEN HAVE YOU USED THE SERVICES/PROGRAMS PROVIDED BY THIS GROUP OF EMPLOYEES?

DO THESE SERVICES/PROGRAMS PROVIDE THE INFORMATION OR SUPPORT YOU NEED TO PERFORM YOUR JOB?

	N E V E R	A F E W T I M E S	M O N T H L Y	W E E K L Y		Y E S	N O	N O T N E E D E D
1. Security								
2. Bookstore								
3. MIS								
4. Custodial/Housekeeping								
5. Equipment Repair and Maintenance								
6. Transportation								
7. Purchasing								
8. Business Office								
9. Institutional Effectiveness/Research/Grants								
10. Instructional Division								
11. Library/LRC								
12. Continuing Education Division								
13. President's Office								
14. Student Services Division								
15. Public Relations								

COMMENTS: If your comment applies to a specific employee group, please identify the group.

IF YOU ARE NOT DIRECTLY INVOLVED WITH STUDENTS, PLEASE GO TO SECTION 3, PAGE 5.

Section 2, Part 2: Below are listed the offices/services that provide student support programs. We are interested in your overall assessment of the services and programs that they provide to our students. We are also interested in your opinions about specific activities and procedures.

If you are not familiar with the student service/program, or if you provide it, please circle "N/A". Circle your answer for each question.

	Are the programs readily accessible to students?	Do the programs adequately meet the needs of students?	Are the programs adequately publicized?
1. Admissions	YES NO N/A	YES NO N/A	YES NO N/A
2. Testing	YES NO N/A	YES NO N/A	YES NO N/A
3. Financial Aid/Veterans' Affairs	YES NO N/A	YES NO N/A	YES NO N/A
4. Counseling	YES NO N/A	YES NO N/A	YES NO N/A
5. Job Placement	YES NO N/A	YES NO N/A	YES NO N/A
6. Career Planning & Placement	YES NO N/A	YES NO N/A	YES NO N/A
7. Job Training Partnership Act (JTPA)	YES NO N/A	YES NO N/A	YES NO N/A
8. Student Support Services Grant	YES NO N/A	YES NO N/A	YES NO N/A
9. Student Government (SGA)	YES NO N/A	YES NO N/A	YES NO N/A
10. Student Activities	YES NO N/A	YES NO N/A	YES NO N/A
11. Model Program for Women Grant	YES NO N/A	YES NO N/A	YES NO N/A
12. Single Parent/Homemaker Grant	YES NO N/A	YES NO N/A	YES NO N/A
13. Economic Dislocation and Worker Adjustment Assistance Act (EDWA)	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific office or program/service, please identify the office or program/service.

Section 3: We are interested in your opinions about the overall quality of the facilities on campus. If you wish to note an exception, use the Comments Section.

If you have never used the facility or if the facility is not available on your campus, please circle "N/A". For the facilities you have used, circle your answer for each question.

	Is this facility large enough?	Is this facility adequately equipped?	Is this facility adequately heated/ lighted/cooled?	Is this facility a clean and pleas- ant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstore	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Faculty Lounges	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Student Computer Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Learning Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
7. Parking	YES NO N/A	-----	YES NO N/A	YES NO N/A
8. Walkways and Grounds	YES NO N/A	-----	YES NO N/A	YES NO N/A
9. Canteen	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Office Space	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Conference/Meeting Rooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
12. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a **specific facility**, please *identify the facility*.

Section 4: Please **check** the appropriate information about you.

Employee Type:

Faculty ☐

Staff ☐

Status:

Full-time ☐

Part-time ☐

Thanks for participating in this survey.
Please deposit it in the survey box at the switchboard by December 20, 1991

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SURVEY TO ASSESS STUDENT SERVICES PROGRAMS AND SERVICES
WILLIAMSBURG TECHNICAL COLLEGE

In an effort to improve the overall quality of student services, the college will administer this survey to students. All results are confidential and will be used for research purposes only. Please answer each item or statement that applies to you.

I am a (full-time, part-time) student attending my #__ quarter at WTC.

1. How often have you used the following Student Services Programs/Services?

2. Why didn't you use the services of this program?

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Never	1-2 times	3-5 times	6 or more times	Student Services Programs	Did not know about program	Did not know where it was located	Did not need their services	Did not qualify for their services (i.e., JTPA, etc.)	Found it inconvenient	Had bad feeling or negative attitude about the program	Other
				Counseling							
				Job Placement							
				Student Records							
				Financial Aid							
				Admission Office							
				Asset Testing							
				Career Planning							
				Student Activities							
				Student Government							
				Single Parent/Homemaker							
				Sex Equity							
				Student Support Services							
				Veteran Affairs							
				JTPA							
				EDWA							

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* If you have not used any of the services or programs listed in question #1, please complete question #2.

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Counseling

Job Placement

Student Records

Financial Aid

Admission Office

Asset Testing

Career Planning

Student Activities

Student Government

Single Parent/Homemaker

Sex Equity

Student Support Services

Veteran Affairs

JTPA

EDWA

Counseling

Job Placement

Student Records

Financial Aid

Admission Office

Asset Testing

Career Planning

Student Activities

Student Government

Single Parent/Homemaker

Sex Equity

Student Support Services

Veteran Affairs

JTPA

EDWA

[illegible]

3. Please rate those programs which you have used according to each of the following:

C. Accessibility and Promptness of Service: How easy was it to use the service... days, location? Were you able to see a staff person/counselor in a reasonable amount of time?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	No Opinion
Counseling						
Job Placement						
Student Records						
Financial Aid						
Admission Office						
Asset Testing						
Career Planning						
Student Activities						
Student Government						
Single Parent/Homemaker						
Sex Equity						
Student Support Services						
Veteran Affairs						
JTPA						
EDWA						

Student Activities

Of the programs listed below, rate them according to your level of interest.

	interested	not interested		interested	not interested
SOCIAL			CULTURAL		
Student Clubs			Voter Registration Drive		
Concerts			Art Exhibits		
Dances			Black History Program		
Tech Pageant			Drug/Alcohol Program		
Student Activities Day			Blood Donor Drive		
Student Choir			Other		
Student Band			RECREATIONAL		
Carnival			Student Team		
Craft Shows			Competition		
Other			Tennis		
EDUCATIONAL			Basketball (Invitational Game)		
Quarterly Assemblies			Fitness/ Aerobics Classes		
Speakers			Other		
Job Fair			INDOOR SPORTS		
Other			Checkers		
			Ping Pong Tournament		
			Chess		
			Backgammon		
			Other		

Only Students should complete this section

Student Self Assessment of Development Needs

At this point in time, which of these areas do you feel your college experience has developed or improved.

Please check all that apply to you.

- ☐ My ability to get along with others.
- ☐ My ability to make good decisions
- ☐ My ability to communicate orally
- ☐ My ability to communicate in writing
- ☐ My ability to manage my time
- ☐ My ability to interact with others in a social setting
- ☐ My ability to set personal and career goals
- ☐ My ability to accept responsibility for my own actions
- ☐ My ability to manage stress
- ☐ My ability to clarify the values in my life
- ☐ My ability to understand the difference among people.
- ☐ My ability to have respect and concern for others
- ☐ My ability to make a budget and plan financially
- ☐ My self-confidence (in personal/social setting)
- ☐ My self-confidence (in an educational setting)
- ☐ My leadership skill
- ☐ My self-esteem
- ☐ My appreciation for cultural events
- ☐ My health and physical well-being
- ☐ My knowledge of current events
- ☐ My knowledge of health issues (alcohol and drug abuse, family planning, AIDS)
- ☐ My basic skills areas (reading, writing, math)



WILLIAMSBURG TECHNICAL COLLEGE
Graduate Questionnaire
PERSONAL IDENTIFICATION SECTION

1. Name _____ PHONE _____
Last First MI
2. Permanent Address _____
City _____ State _____ Zip _____
3. Curriculum/Program _____ Associate Degree _____ Certificate _____ Diploma _____

Please circle appropriate answers:

4. SEX: A. Male B. Female
5. RACE:
A. Black (Not of Hispanic origin) D. Hispanic
B. White (Not of Hispanic origin) E. Nonresident Alien
C. American Indian or Alaskan Native
6. AGE:
A. 20 years or under E. 36 - 40 years
B. 21 - 25 years F. 41 - 45 years
C. 26 - 30 years G. 46 - 50 years
D. 31 - 35 years H. Over 50 years
7. Was your status while at WTC mostly
A. Part time (fewer than 12 hours per quarter)
B. Full time

GOALS

8. The following statements reflect the goals of many college students. Please check circles to indicate which of these goals were important to you and which you have achieved.

	Important		Achieved	
	Yes	No	Yes	No
<u>Academic</u>				
A. I increased my knowledge, skills and understanding in an academic/technical/vocational field.	1	0	1	0
B. I obtained a college degree/diploma/certificate.	1	0	1	0
C. I completed courses necessary to transfer to another institution.	1	0	1	0
<u>Career Goals</u>				
D. I discovered my career interests.	1	0	1	0
E. I prepared for a new career.	1	0	1	0
F. I increased my knowledge for my present job or career.	1	0	1	0
G. I increased my chances for a raise or promotion.	1	0	1	0
<u>Personal Development and Social Goals</u>				
H. I became actively involved in student life and campus activities.	1	0	1	0
I. I met people.	1	0	1	0
J. I increased my self-confidence.	1	0	1	0
K. I improved my leadership skills.	1	0	1	0
L. I improved my ability to get along with others.	1	0	1	0
M. I developed my ability to be independent, self reliant, and adaptable.	1	0	1	0



WILLIAMSBURG TECHNICAL COLLEGE Graduate Questionnaire

COLLEGE EXPERIENCES

9. Please give us your impressions of the services you received during your college experience.
(Please check the appropriate circle(s) for each question.)

	Excellent	Good	Needs Improvement
A. Academic Advising	1	2	3
B. Personal counseling services	1	2	3
C. Career planning services	1	2	3
D. Job placement services	1	2	3
E. Admission procedures	1	2	3
F. College-sponsored social activities	1	2	3
G. Financial aid services	1	2	3
H. Work-study program	1	2	3
I. Veterans' services	1	2	3
J. Student Government Association (SGA)	1	2	3
K. Student Records	1	2	3
L. Racial harmony at this college	1	2	3
M. Registration procedures	1	2	3
N. Availability of courses	1	2	3
O. Variety of courses	1	2	3
P. Testing/grading system	1	2	3
Q. Honors program	1	2	3
R. Preparation for job	1	2	3
S. Quality of instruction	1	2	3
T. Availability of your instructors	1	2	3
U. Faculty attitude toward students	1	2	3
V. Staff attitude toward students	1	2	3
W. Administration attitude toward students	1	2	3
X. Library facilities and services	1	2	3
Y. Parking facilities	1	2	3
Z. Laboratory or shop facilities and equipment	1	2	3
a. Classroom facilities	1	2	3
b. Classroom Computer Services	1	2	3
c. Business office	1	2	3
d. Book Store	1	2	3
e. Canteen	1	2	3
f. This college in general	1	2	3

10. If you rated any WTC service(s) or facilities as "Needs Improvement", please tell us specifically what might be done to improve it/them.

11. Aside from the financial benefits, has your college education improved the quality of your life?

- A. Definitely Yes
- B. Probably Yes
- C. Undecided
- D. Probably No
- E. Definitely No

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WILLIAMSBURG TECHNICAL COLLEGE
Graduate Questionnaire

COLLEGE EXPERIENCES CONTINUED

12. How much did your education at this college contribute to your personal growth in each of the following areas?

	Very Much	Somewhat	Very Little
A. Writing effectively	1	2	3
B. Speaking effectively	1	2	3
C. Understanding written information	1	2	3
D. Managing personal/family finances	1	2	3
E. Learning on your own	1	2	3
F. Understanding graphic information	1	2	3
G. Using the library	1	2	3
H. Following directions	1	2	3
I. Understanding consumer issues	1	2	3
J. Caring for your own physical and mental health	1	2	3
K. Recognizing your rights, responsibilities and privileges as a citizen	1	2	3
L. Understanding and applying mathematics in your daily activities	1	2	3
M. Persisting at difficult tasks	1	2	3
N. Defining and solving problems	1	2	3
O. Understanding and appreciating the arts	1	2	3
P. Applying occupational, vocational, or technical skills in solving daily problems	1	2	3

13. Please list the greatest strengths of your program of study at WTC:

List below any weaknesses of your program of study at WTC:

14. Please rate your satisfaction with the quality of:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
A. Your major program of study.	6	5	4	3	2	1
B. Instruction in your major.	6	5	4	3	2	1
C. Your general education program of study(non-major degree requirements).	6	5	4	3	2	1
D. Instruction in your general education program.	6	5	4	3	2	1
E. Your overall academic experience.	6	5	4	3	2	1

Thank you for participating in this effort to improve
WILLIAMSBURG TECHNICAL COLLEGE.
We sincerely appreciate your help.



WILLIAMSBURG TECHNICAL COLLEGE
Graduate/Alumni Questionnaire

PERSONAL IDENTIFICATION SECTION

1. Name _____ PHONE _____
Last First MI
2. Permanent Address _____
City _____ State _____ Zip _____
3. Curriculum/Program _____ Associate Degree _____ Certificate _____ Diploma _____

Please circle appropriate answers:

4. SEX: A. Male B. Female
5. RACE:
A. Black (Not of Hispanic origin) D. Hispanic
B. White (Not of Hispanic origin) E. Nonresident Alien
C. American Indian or Alaskan Native
6. AGE:
A. 20 years or under E. 36 - 40 years
B. 21 - 25 years F. 41 - 45 years
C. 26 - 30 years G. 46 - 50 years
D. 31 - 35 years H. Over 50 years
7. Was your status while at WTC mostly
A. Part time (fewer than 12 hours per quarter)
B. Full time

GOALS

8. The following statements reflect the goals of many college students. Please check circles to indicate which of these goals were important to you and which you have achieved.

	Important		Achieved	
	Yes	No	Yes	No
<u>Academic</u>				
A. I increased my knowledge, skills and understanding in an academic/technical/vocational field.	☐	☐	☐	☐
B. I obtained a college degree/diploma/certificate.	☐	☐	☐	☐
C. I completed courses necessary to transfer to another institution.	☐	☐	☐	☐
<u>Career Goals</u>				
D. I discovered my career interests.	☐	☐	☐	☐
E. I prepared for a new career.	☐	☐	☐	☐
F. I increased my knowledge for my present job or career.	☐	☐	☐	☐
G. I increased my chances for a raise or promotion.	☐	☐	☐	☐
<u>Personal Development and Social Goals</u>				
H. I became actively involved in student life and campus activities.	☐	☐	☐	☐
I. I met people.	☐	☐	☐	☐
J. I increased my self-confidence.	☐	☐	☐	☐
K. I improved my leadership skills.	☐	☐	☐	☐
L. I improved my ability to get along with others.	☐	☐	☐	☐
M. I developed my ability to be independent, self reliant, and adaptable.	☐	☐	☐	☐



WILLIAMSBURG TECHNICAL COLLEGE
Graduate/Alumni Questionnaire

COLLEGE EXPERIENCES

9. Please give us your impressions of the services you received during your college experience.
(Please check the appropriate circle(s) for each question.)

	Excellent	Good	Needs Improvement
A. Academic Advising	☐	☐	☐
B. Personal counseling services	☐	☐	☐
C. Career planning services	☐	☐	☐
D. Job placement services	☐	☐	☐
E. Admission procedures	☐	☐	☐
F. College-sponsored social activities	☐	☐	☐
G. Financial aid services	☐	☐	☐
H. Work-study program	☐	☐	☐
I. Veterans' services	☐	☐	☐
J. Student Government Association (SGA)	☐	☐	☐
K. Student Records	☐	☐	☐
L. Racial harmony at this college	☐	☐	☐
M. Registration procedures	☐	☐	☐
N. Availability of courses	☐	☐	☐
O. Variety of courses	☐	☐	☐
P. Testing/grading system	☐	☐	☐
Q. Honors program	☐	☐	☐
R. Preparation for job	☐	☐	☐
S. Quality of instruction	☐	☐	☐
T. Availability of your instructors	☐	☐	☐
U. Faculty attitude toward students	☐	☐	☐
V. Staff attitude toward students	☐	☐	☐
W. Administration attitude toward students	☐	☐	☐
X. Library facilities and services	☐	☐	☐
Y. Parking facilities	☐	☐	☐
Z. Laboratory or shop facilities and equipment	☐	☐	☐
a. Classroom facilities	☐	☐	☐
b. Classroom Computer Services	☐	☐	☐
c. Business office	☐	☐	☐
d. Book Store	☐	☐	☐
e. Canteen	☐	☐	☐
f. This college in general	☐	☐	☐

10. If you rated any WTC service(s) or facilities as "Needs Improvement", please tell us specifically what might be done to improve it/them.

11. Aside from the financial benefits, has your college education improved the quality of your life?

- | | |
|-------------------|-----------------------|
| A. Definitely Yes | ☐ |
| B. Probably Yes | ☐ |
| C. Undecided | ☐ |
| D. Probably No | ☐ |
| E. Definitely No | ☐ |

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WILLIAMSBURG TECHNICAL COLLEGE
Graduate/Alumni Questionnaire
COLLEGE EXPERIENCES CONTINUED

12. How much did your education at this college contribute to your personal growth in each of the following areas?

	Very Much	Somewhat	Very Little
A. Writing effectively	☐	☐	☐
B. Speaking effectively	☐	☐	☐
C. Understanding written information	☐	☐	☐
D. Managing personal/family finances	☐	☐	☐
E. Learning on your own	☐	☐	☐
F. Understanding graphic information	☐	☐	☐
G. Using the library	☐	☐	☐
H. Following directions	☐	☐	☐
I. Understanding consumer issues	☐	☐	☐
J. Caring for your own physical and mental health	☐	☐	☐
K. Recognizing your rights, responsibilities and privileges as a citizen	☐	☐	☐
L. Understanding and applying mathematics in your daily activities	☐	☐	☐
M. Persisting at difficult tasks	☐	☐	☐
N. Defining and solving problems	☐	☐	☐
O. Understanding and appreciating the arts	☐	☐	☐
P. Applying occupational, vocational, or technical skills in solving daily problems	☐	☐	☐

13. Please list the greatest strengths of your program of study at WTC:

List below any weaknesses of your program of study at WTC:

EMPLOYMENT

14. Which of the following best describes what you are currently doing?

- A. Employed full time
- B. Employed part time
- C. Self employed
- D. Serving in the armed forces
- E. Continuing my education
- F. Employed and continuing my education
- G. Caring for home/family
- H. Unemployed/Seeking employment
- I. Other _____



WILLIAMSBURG TECHNICAL COLLEGE
Graduate/Alumni Questionnaire

EMPLOYMENT CONTINUED

15. Indicate whether each of the following was/is a major problem, a minor problem, or not a problem in obtaining your first job after leaving Williamsburg Technical College.

	Major Problem	Minor Problem	Not a Problem
A. Deciding what I wanted to do	0	0	0
B. Finding a job for which I was trained	0	0	0
C. Finding the kind of job I wanted	0	0	0
D. Knowing how to find job openings	0	0	0
E. Finding a job that paid enough	0	0	0
F. Scheduling interviews	0	0	0
G. Writing a resume or letter of introduction	0	0	0
H. Completing job applications	0	0	0
I. Finding a job where I wanted to live	0	0	0
J. Race/Sex/Age discrimination	0	0	0

IF YOU ARE EMPLOYED:

16. How long did it take you to find your first full-time job after leaving this college?

17. From what source did you learn about the first job you held after graduating from this college?

- A. College Counselor/Advisor/Faculty/Staff
- B. Parent or other relative
- C. Newspaper or trade publication
- D. Professional meeting
- E. Friend
- F. Recruited by employer
- G. S.C. Job Service
- H. Other _____

18. Please provide the following information regarding your current job:

Title of your position: _____ Name of Company: _____

Address of Company: _____

Name of Supervisor: _____ Date employed: _____

19. What was your annual salary/income in the first full-time job you held after college?

- | | |
|-------------------------|-------------------------|
| A. Less than \$6,000 | E. \$20,000 to \$24,999 |
| B. \$6,000 to \$9,999 | F. \$25,000 to \$29,999 |
| C. \$10,000 to \$14,999 | G. \$30,000 to \$40,000 |
| D. \$15,000 to \$19,999 | H. Over \$40,000 |



WILLIAMSBURG TECHNICAL COLLEGE
Graduate/Alumni Questionnaire
EMPLOYMENT CONTINUED

IF YOU ARE CURRENTLY EMPLOYED:

20. How closely related is your current occupation to your major at this college?
- | | |
|-----------------------|---------------------|
| A. Highly related | C. Slightly related |
| B. Moderately related | D. Not related |
21. If you are not working in a field related to your college major please indicate the reason:
- | | |
|--------------------------------|---------------------------------|
| A. Better pay in another field | D. Jobs require more experience |
| B. Haven't looked in the field | E. Jobs require more education |
| C. No jobs in my field | F. Other _____ |
22. Indicate your satisfaction with the following aspects of your present job:

	Satisfied	Neutral	Dissatisfied
A. Challenge	0	0	0
B. Location	0	0	0
C. Salary and Benefits	0	0	0
D. Advancement Potential	0	0	0
E. Working Conditions	0	0	0
F. Career Potential	0	0	0

IF YOU ARE CURRENTLY UNEMPLOYED:

23. Please indicate the primary reason you are now unemployed:
- | | |
|---|--|
| A. Unable to find full-time job since college | E. Do not desire employment at this time |
| B. Was laid off by employer | F. Attending college |
| C. Quit to find another job | G. Other _____ |
| D. Health/personal reasons | |
24. How long have you been actively seeking employment?
- | | |
|---------------------------|-------------------|
| A. Not seeking employment | D. 4 to 6 months |
| B. Less than 1 month | E. 7 to 12 months |
| C. 1 to 3 months | F. Over 12 months |

SUGGESTIONS

25. Please share with us any suggestions you have for improving Williamsburg Technical College.
-
-

Thank you for participating in this effort to improve
WILLIAMSBURG TECHNICAL COLLEGE
We sincerely appreciate your help.

WILLIAMSBURG TECHNICAL COLLEGE
Employer WTC Graduate Survey
May, 1991

In order that we may produce annual reports required by law of state institutions, we ask your cooperation in providing the following information about a Williamsburg Technical College graduate, _____ who, according to our records, is employed by your company.

Please rate your level of satisfaction with the performance of this employee by checking a, b, or c below.

- _____ (a) ABOVE AVERAGE
_____ (b) AVERAGE
_____ (c) BELOW AVERAGE

Please indicate the average starting salary within your organization for employees of equal experience and education.

\$ _____ per _____ (year, month,
week, hour, etc.)

YORK TECHNICAL COLLEGE
ALUMNI SURVEY

Student Number _____ - _____ - _____

1. What were your main goals in attending York Technical College? Check ALL that apply.

- A. ☐ I wanted to obtain a degree/diploma/certificate.
- B. ☐ I wanted to prepare for a new career.
- C. ☐ My employer encouraged me to up-grade my skills.
- D. ☐ I took classes for transfer to another college.
- E. ☐ I wanted to improve my existing job skills.
- F. ☐ I wanted to increase my self-confidence.
- G. ☐ I wanted to find myself.
- H. ☐ I took classes that were of personal interest to me.

2. From the list of goals in Question 1, select the most important to you and enter the letter here _____.

3. What did you do before attending our College? Check the most appropriate ONE.

- ☐ I had a full time job in a field unrelated to my major.
- ☐ I had a full time job in a field related to my major.
- ☐ I had a part time job in a field unrelated to my major.
- ☐ I had a part time job in a field related to my major.
- ☐ I was active duty military.
- ☐ I was a full time homemaker.
- ☐ I was in high school.
- ☐ I was in a 2-year college.
- ☐ I was in a 4-year college.
- ☐ I was unemployed and actively seeking work.
- ☐ I was unemployed and not actively seeking work.
- ☐ Other, please explain _____

4. Have you taken any licensing or certification examinations related to your area of study at York Technical College?

- ☐ Yes, I have taken and passed an exam.
- ☐ Yes, I have taken an exam but do not know the results.
- ☐ Yes, I have taken an exam and did not pass.
- ☐ No, I have not taken any exams, but plan to do so.
- ☐ No, I have not taken any exam and will not.

5. Are you currently employed? Please check ALL that apply.

- ☐ I am working in a part time job.
- ☐ I am working in a full time job.
- ☐ I am active duty military.
- ☐ I am a full-time homemaker.
- ☐ I am enrolled in a 2-year college.
- ☐ I am enrolled in a 4-year college.
- ☐ I am looking for a job.
- ☐ I am not looking for a job.

If you have not found work since you graduated from York Technical College, skip to question number 11 at the end of this questionnaire.

6. What is your job title? _____

Employer's Name _____

Address _____

7. After graduation from York Technical College, how long did you look for work before obtaining your first job?

- ☐ Continued in a job I had before enrolling in college.
- ☐ Got a job while I was at York Technical College and continued in that job.
- ☐ Less than 2 months after graduation.
- ☐ Between 2 and 4 months after graduation.
- ☐ Between 4 and 6 months after graduation.
- ☐ More than 6 months after graduation.

8. What is/was your annual salary in your first job after graduation?

- ☐ Less than \$4,000 per year.
☐ \$4,000 to \$7,999 per year.
☐ \$8,000 to \$11,999 per year.
☐ \$12,000 to 15,999 per year.
☐ \$16,000 to \$19,999 per year.
☐ \$20,000 to \$23,999 per year.
☐ \$24,000 to \$27,999 per year.
☐ \$28,000 to \$31,999 per year.
☐ \$32,000 or more per year.

9. How well did York Technical College prepare you for your first job after graduation?

- ☐ Excellent preparation
☐ Good preparation
☐ Adequate preparation
☐ Inadequate preparation
☐ Not applicable to first job

10. To what extent is/was your first job related to your major?

- ☐ Directly related ☐ Somewhat related ☐ Not related

11. If you are not employed or are not working in a job related to your major at York Technical College, check the ONE response below which best explains why.

- ☐ I looked for work related to my major and couldn't find any.
☐ I never looked for work related to my major.
☐ I was unwilling to move to take an available related job.
☐ I got married.
☐ I became pregnant.
☐ I have continued my education. School Name _____
☐ Other, please explain _____

12. Please rate the following, by checking the number that best represents your opinion.

York Technical College has:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. A professional staff	a. 4 _____	3 _____	2 _____	1 _____	0 _____
b. A professional faculty	b. 4 _____	3 _____	2 _____	1 _____	0 _____
c. Effective counseling	c. 4 _____	3 _____	2 _____	1 _____	0 _____
d. Effective faculty advising	d. 4 _____	3 _____	2 _____	1 _____	0 _____
e. A good learning environment	e. 4 _____	3 _____	2 _____	1 _____	0 _____
f. An effective admissions procedure	f. 4 _____	3 _____	2 _____	1 _____	0 _____
g. An effective registration procedure	g. 4 _____	3 _____	2 _____	1 _____	0 _____
h. Appropriate library holdings	h. 4 _____	3 _____	2 _____	1 _____	0 _____
i. Appropriate student activities	i. 4 _____	3 _____	2 _____	1 _____	0 _____
j. Adequate parking areas	j. 4 _____	3 _____	2 _____	1 _____	0 _____
k. Quality food service	k. 4 _____	3 _____	2 _____	1 _____	0 _____
l. Adequate bookstore facilities	l. 4 _____	3 _____	2 _____	1 _____	0 _____

13. Would you recommend York Technical College to a friend? A. Yes _____ B. No _____

14. Would you be interested in joining a York Technical College Alumni Association?

- A. Yes _____ B. No _____

15. Do you think that York Technical College should have a placement office on campus?

- A. Yes _____ B. No _____

16. Please use the space below for any comments you have about our College, this questionnaire, or anything else you care to share with us.

Thank you for completing this survey. A preaddressed postage-paid envelope is enclosed. If you have any questions, please call 803-327-8042.

Please return to: York Technical College
Institutional Research
Office
452 S. Anderson Road
Rock Hill, SC 29730

IX-116

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STUDENT QUESTIONNAIRE

NAME _____

COMPANY NAME & ADDRESS _____

COMPANY PHONE NUMBER _____

JOB TITLE _____

SALARY RANGE: _____

WHAT IS YOUR EVALUATION OF THE ABOVE COMPANY?
(PLEASE CIRCLE ONE)

EXCELLENT GOOD AVERAGE BELOW AVERAGE

DO YOU FEEL THAT YOUR WORK IS MEANINGFUL?
(PLEASE CIRCLE ONE)

YES NO

DO YOU FEEL THAT YOU HAVE CAREER MOBILITY?
(PLEASE CIRCLE ONE)

YES NO

DID YORK TECHNICAL COLLEGE GIVE YOU A GOOD GENERAL BACKGROUND TO
PREPARE YOU FOR YOUR PRESENT JOB POSITION? (PLEASE CIRCLE ONE)

YES NO

PLEASE MAKE ANY SUGGESTIONS ON HOW TO IMPROVE THE ENGINEERING
TECHNOLOGY PROGRAM.

DATE _____ SIGNATURE _____

York Technical College 1991 Employee Survey

If you have any questions about this survey, please contact Arno Helm at Extension 8042.

Section 1: Please rate the overall performance of the following groups of employees on the service that they provide by checking (✓) the appropriate boxes.		When you call upon them for assistance, are these employees helpful?					Do these employees respond to your needs and/or requests in a timely manner?				
If you have not had any contact with a group or if you are a member of the group, check (✓) "N/A". For the groups with which you have had contact, check (✓) the appropriate response for each of the two questions.		NEVER	SOMETIMES	MOSTTIMES	ALWAYS	Does Not Apply N/A	NEVER	SOMETIMES	MOSTTIMES	ALWAYS	Does Not Apply N/A
1. Food Service											
2. Cashiers											
3. Security											
4. Bookstore											
5. Computer Center											
6. Custodial/Housekeeping											
7. Building and Equipment Maintenance											
8. Computer Equipment Maintenance											
9. Personnel											
10. Grants Development											
11. Purchasing Office											
12. Duplication/Printing											
13. Accounting/Budget Office											
14. Institutional/Research											

COMMENTS: If your comment applies to a specific employee group, please *identify the group*.

(Please continue on the back.)

Section 2: We are interested in your opinions about the overall quality of the facilities on campus. If you wish to note an exception, use the Comments Section.

If you have never used the facility or if the facility is not available on your campus, please circle "N/A". For the facilities you have used, circle your answer for each question.

	Is this facility large enough?	Is this facility properly equipped?	Is this facility properly lighted?	Is this facility a clean and pleasant environment?
1. Classrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
2. Bookstore	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
3. Restrooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
4. Faculty Lounges	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
5. Computer Laboratories	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
6. Laboratories (not computer)	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
7. Parking	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
8. Walkways and Grounds	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
9. Cafeteria/Canteens	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
10. Office Space	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
11. Conference/Meeting Rooms	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A
12. Library	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

COMMENTS: If your comment applies to a specific facility, please identify the facility.

Section 3: Please check (✓) the appropriate information about yourself.

Employee Type	Status	Functional Area of Assignment	How long have you been employed here?
Support Staff	Full-time	Academic Programs/Services	Less than 1 year
Teaching Faculty	Part-time	Maintenance	1 to 3 years
Administrative Staff		Student Services	3 to 5 years
		Administration	5 to 10 years
			More than 10 years

Thanks for participating in this survey. Return the survey by Friday, September 20, to the Institutional Research Office, Administration Building, York Technical College.

York Technical College is concerned with quality not only in the classroom but also with a student's performance when placed on a job. Please help us by filling out this Performance Evaluation.

Company Name _____

Employee _____

Job Title _____

Start Date _____

Salary Range (optional) _____

Supervisor _____

Please rate this employee's skills:

Excellent Above Average Average Below Average

Please rate this employee's work habits:

Excellent Above Average Average Below Average

Please rate this employee's appearance:

Excellent Above Average Average Below Average

How could we have better prepared this student for employment?

Additional comments:

Signature: _____

Date: _____

EMPLOYER QUESTIONNAIRE

Employers Name: _____

Company Name &
Address: _____

Company Phone Number: _____

Graduates Name: _____

Graduates Job Title: _____

Salary Range: _____

Employers Comments
of Graduates Job
Performance: _____

Please make any suggestions on how to improve the Engineering
Technology Program.

Date: _____ Signature: _____

DENTAL ASSISTING DEPARTMENT

EMPLOYER QUESTIONNAIRE

Name of Employee _____

Place of Employment: _____

Length of Employment: _____ Position: _____

Please answer the following questions with a check in the appropriate column.
If no is checked, please comment

	YES	NO	COMMENT
Did the graduate have enough background information to adapt easily to your procedures?			
Was the graduate able to perform at a level consistent with that usually expected of entry level dental assistants?			
Were there areas in which you felt that the graduate was especially well prepared?			
Were there areas in which you felt that the graduate was not well prepared?			
Does the graduate maintain effective work relationships with co-worker?			
Does the graduate demonstrate good organizational skills at chairside and lab procedures?			
Does the graduate project a professional image with patients and co-worker?			
Does the graduate seek opportunities for self-improvement to become a more profitable team member?			

How would you rate the graduate's overall job performance?

___ outstanding ___ very satisfactory ___ average ___ below average

Additional comments: _____

EMPLOYER QUESTIONNAIRE

Name of Employee _____
 Place of Employment _____
 Length of Employment _____
 Position _____

	<u>YES</u>	<u>NO</u>	<u>COMMENTS</u>
Was graduate able to perform at a level consistent with that usually expected from a beginning MLT?			
Were there areas in which you felt the graduate was especially well-prepared?			
Were there areas in which you felt the graduate was <u>not</u> well-prepared?			
<u>Does the graduate:</u>			
Recognize own strengths and limitations and seek appropriate assistance?			
Seek opportunity to gain new learning experiences through observations and continuing education programs?			
Demonstrate good organization in testing methods?			
Maintain effective work relationships with co-workers?			
Do you anticipate a need for MLT's in your laboratory in the future? If yes, how many? _____			

How would you rate the graduate's overall job performance?

- _____ Outstanding
- _____ Very Satisfactory
- _____ Average
- _____ Below Average

Additional Comments:

Signature: _____

Date: _____

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York Technical College
Employment Follow Up

12/88

Department Manager: _____

Please complete for all graduates who are employed.

Program: _____ Date: _____

Degree: _____ Diploma: _____ Certificate: _____

Student: _____ Male: _____ Female: _____

Student's Address: _____

Student's Phone Number: _____

Termination date from TECH: _____ Graduate: Yes _____ No _____

Employed by: _____ Date: _____

Full time: _____ Part time: _____

Employer's Address: _____

Supervisor's Name: _____ Phone No: _____

Job Title / Nature of Work: _____

** Beginning Salary \$ _____ per/ _____

Employer Satisfaction Rating: Above Average ____ Average ____ Below Average ____

Distribution:

Original: VP for Development
Copy: Department Files

Signature of Department Manager

** Salary information may be a range or average starting salary for a beginning employee with a particular company. It does not have to be the individual salary for a specific person.

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University of Tennessee, Knoxville
Knoxville, TN 37996-4350

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BIBLIOGRAPHY OF ASSESSMENT INSTRUMENTS

Information on
Selected
Educational Outcomes Measures

Center for Assessment Research and Development
University of Tennessee, Knoxville
Knoxville, TN 37996-4350

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A GENERAL OVERVIEW OF ASSESSMENT INSTRUMENTS

Institutions that are in the process of developing assessment programs must make several important choices. Initially, institutions must identify the type(s) of outcomes that are to be assessed. Outcomes can include the impact of the general education component, student learning in the major, the mastery of basic skills, the development of higher-order thinking skills, the development of values and self-concept, and student satisfaction with university experiences.

Once institutions have identified the outcomes to be assessed, they must determine the types of measures that will be used. Again, a variety of options are available. Institutions must decide whether to use norm-referenced or criterion-referenced measures, whether to rely on commercially-available or locally-developed instruments, and whether to use recognition or production measures.

Even after having identified the outcomes to be assessed and the types of instruments to be used, institutions must select specific measures for use in their assessment programs. In selecting instruments, institutions must consider such factors as instrument reliability, validity, and measurement error.

Because of the variety of measurement approaches available, it is critical that institutions exercise care in matching institutional needs with measurement techniques. It also is important that institutions recognize that an instrument can measure only one aspect of student outcomes. Because of this limitation, most scholars advocate that institutions use multiple assessment instruments and multiple measurement techniques.

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- Widgor, A. K., & Garner, W. R. (1982). Ability testing: Uses consequences, and controversies, Part I. Washington: National Academic Press.

Assessment of General Education

Many colleges and universities are vitally concerned with the effectiveness of their general education programs. This interest is due, in part, to the high cost and large number of students served by general education programs. The fact that most colleges and universities also periodically revise their general education programs also provides a strong incentive to assess the effectiveness of these programs. While any number of instruments can be used to assess the effectiveness of general education programs, eight will be reviewed in this section.

Academic Profile

Publisher: ETS College and University Programs
Educational Testing Service
Princeton, NJ 08541-0001

Scales: Total Score
Humanities
Social Science
Natural Science
Reading
Writing
Critical Thinking
Mathematics

Length: 48-144 items

Time: 1-3 hours

Cost: \$ 6.50 per one-hour form (first 500)
\$ 10.00 per three-hour form (first 500)
\$ 1.00 per scored essay

Educational Testing Service. (1987). The Academic Profile. Princeton: Author.

Educational Testing Service. (1988a). The Academic Profile: Information booklet. Princeton: Author.

Educational Testing Service. (1988b). The Academic Profile: The pilot year. Princeton: Author.

ACT Assessment Program

Publisher: American College Testing Program
P.O. Box 168
Iowa City, IA 52240

Scales: Composite Score
English Usage
Mathematics Usage
Social Studies Reading
Natural Science Reading

Length: 40-75 items per test area

Time: 30-50 minutes per test area

Cost: \$ 10.50 (base fee)

American College Testing Program. (1973). Assessing students on the way to college: Technical report for the ACT Assessment Program. Iowa City: Author.

Dumont R. G., & Troelstrup, R. L. (1981). Measures and predictors of educational growth with four years of college. Research in Higher Education, 14, 31-47.

Lenning, O. T., Munday, L. A., & Maxey, E. J. (1969). Student educational growth during the first two years of college. College and University, 44, 145-153.

Munday, L. A. (1968). Correlations between ACT and other predictors of academic success in college. College and university, 42, 67-76.

Richards, J. M., Jr., Holland, J. L., & Lutz, S. W. (1967). Predictors of student accomplishment in college. Journal of Educational Psychology, 58, 343-355.

College Basic Academic Subjects Examination (College BASE)

Publisher: The Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631-3476

Scales: English
Mathematics
Science
Social Studies
Competence Scores
Skill Scores
Cluster Scores

Length: 40-120 items

Time: 1-3 hours

Cost: \$ 16.20 per long form
\$ 14.10 per short form
\$ 6.00 per institutional matrix form

Riverside Publishing Company. (1988a). College BASE: College basic academic subjects examination. Chicago: Author.

Riverside Publishing Company. (1988b). College Base: Guide to test content. Chicago: Author.

Collegiate Assessment of Academic Proficiency

Publisher: American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Scales: Reading
Mathematics
Writing
Critical Thinking

Length: 175 items (all four modules)

Time: 40 minutes per module

Cost: \$ 150.00 Institutional participation fee
\$ 6.00 per module (first 500 tests)
\$ 10.00 for all four modules (first 500 tests)

American College Testing Program. (1988a). Collegiate Assessment of Academic Proficiency: Fact Sheet. Iowa City: Author.

American College Testing Program. (1988b). Collegiate Assessment of Academic Proficiency: Test specifications and sample items. Iowa City: Author.

CLEP Education Assessment Series

Publisher: The College Board
45 Columbus Avenue
New York, NY 10023-6917

Scales: English Composition
Mathematics

Length: 40-45 questions per module

Time: 40 minutes per module

College Entrance Examination Board. (1988). CLEP introduces the Education Assessment Series. Princeton: Educational Testing Service.

CLEP General Education Examinations

Publisher: The College Board
45 Columbus Avenue
New York, NY 10023-6917

Scales: English Composition
Humanities
Mathematics
Natural Science
Social Science/History

Length: 55-150 items per test area

Time: 90 minutes per test area

Cost: \$ 12.00 - 14.00 per test

College Entrance Examination Board. (1984). Technical manual overview.
Princeton: Educational Testing Service.

College Entrance Examination Board. (1986). Outcomes assessment in higher education. Princeton: Educational Testing Service.

College Entrance Examination Board. (1987). 1987 supplement to the technical manual overview. Princeton: Educational Testing Service.

College Outcome Measures Project

Publisher: American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Scales: Functioning within Social Institutions
Using Science and Technology
Using the Arts
Communicating
Solving Problems
Clarifying Values
Writing
Speaking
Reasoning and Communicating

Length: 60-99 items

Time: 2.5-4.5 hours

Cost: \$ 10.00 per student for Objective Test (500 tests)
\$ 15.00 per student for Composite Exam (500 tests)

American College Testing Program. (1987). College Outcome Measures Program. Iowa City: Author.

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Capoor, M. (1987). A pilot study to conduct an evaluation of a College Outcome Measures Program (COMP) for New Jersey community colleges. Trenton: Community College Task Force on Sophomore Assessment.

Forrest, A. (1982). Increasing student competence and persistence: The best case for general education. Iowa City: ACT national Center for the Advancement of Educational Practice.

Forrest, A., & Steele, J. M. (1982). Defining and measuring general education knowledge and skills. Iowa City: American College Testing Program.

Pike, G. R. (in press). Students' background characteristics, educational experiences, and educational outcomes: A model for evaluating assessment instruments. Proceedings of the conference on developing assessment partnerships between community and senior colleges: The theory and practice of outcomes assessment. Fairfax, VA: George Mason University.

Steele, J. M. (1988, May). Using measures of student outcomes and growth to improve college programs. Paper presented at the annual forum of the Association for Institutional Research, Phoenix, Arizona.

Graduate Record Examinations Program: General Examinations

Publisher: Graduate Record Examinations Board
CN 6000
Princeton, NJ 08541-6000

Scales: Verbal (antonyms, analogies, sentence completion, reading passages)
Quantitative (quantitative comparisons, mathematics, data interpretation)
Analytical (analytical reasoning, logical reasoning)

Length: 50-76 items per scale

Time: 3.5 hours

Cost: \$ 29.00 (base fee)

- Conrad, L., Trisman, D., & Miller, R. (1977). Graduate Record Examinations: Technical manual. Princeton: Educational Testing Service.
- Graduate Record Examinations Board. (1987). GRE: Guide to the use of the Graduate Record Examinations Program. Princeton: Educational Testing Service.
- Swinton, S. S., & Powers, D. E. (1982). A study of the effects of special preparation on GRE analytical scores and item types (ETS Research Report 82-1). Princeton: Educational Testing Service.
- Wilson, K. M. (1985). The relationship of GRE General Test item-type part scores to undergraduate grades (ETS Research Report 84-38). Princeton: Educational Testing Service.

Assessment of Basic Skills

Calls for accountability have made colleges and universities acutely aware of the importance of ensuring that graduates possess the skills needed to function effectively in society. Several states have gone so far as to mandate that student mastery of basic skills be a graduation requirement. In this review, basic skills are limited to students' abilities in reading, writing, and performing mathematical operations.

Descriptive Tests of Language Skills

Publisher: Educational Testing Service
Mail Drop 22E
Princeton, NJ 08541

Scales: Reading Comprehension
Logical Relationships
Vocabulary
Usage
Sentence Structure

Length: 30-50 items per test

Time: 15-30 minutes per test

Cost: Not available

College Entrance Examination Board. (1985). Guide to the use of the Descriptive Tests of Language Skills. New York: Author.

Snowman, J., Leitner, D. W., Snyder, V., & Lockhart, L. (1980). A comparison of the predictive validities of selected academic tests of the American College Test (ACT) Assessment Program and the Descriptive Tests of Language Skills for college freshmen in a basic skills program. Educational and Psychological Measurement, 40, 1159-1166.

Snyder, V., & Elmore, P. B. (1983). The predictive validity of the Descriptive tests of Language Skills for developmental students over a four-year college program. Educational and Psychological Measurement, 43, 1113-1122.

Descriptive Tests of Mathematics Skills

Publisher: Educational Testing Service
Mail Drop 22E
Princeton, NJ 08541

Scales: Arithmetic Skills
Elementary Algebra Skills
Intermediate Algebra Skills
Functions and Graphs

Length: 30-35 items per test

Time: 30 minutes per test

Cost: Not available

Bridgeman, B. (1982) Comparative validity of the College Board Scholastic Aptitude test - Mathematics and the Descriptive tests of Mathematics Skills for predicting performance in college mathematics courses. Educational and Psychological Measurement, 42, 361-366.

College Entrance Examination Board. (1985). Guide to the use of the Descriptive Tests of Mathematics Skills. New York: Author.

New Jersey College Basic Skills Placement Tests

Publisher: College Entrance Examination Board
Educational Testing Service
Princeton, NJ 08541

Scales: Writing
Reading Comprehension
Sentence Sense
Math Computation
Elementary Algebra
Composition (Composite Score)
Total English (Composite Score)

Length: 168 items

Time: 3 hours

Cost: Not Available

College Entrance Examination Board. (1987). The New Jersey College Basic Skills Placement Test Program: Your information base for outcomes assessment. New York: Author.

Office of College Outcomes. (1987). Appendices to the report of the New Jersey Board of Higher Education from the Advisory Committee to the College Outcomes Evaluation Program. Trenton: New Jersey Department of Higher Education.

Test of Standard Written English

Publisher: Test of Standard Written English
College Entrance Examination Board
Princeton, NJ 08541

Scales: Total Score

Length: 50 items

Time: 30 minutes

Cost: Not available

Bailey, R. L. (1977). The Test of Standard Written English: Another look. Measurement and Evaluation in Guidance, 10, 70-74.

Michael, W. B., & Shaffer, P. (1979). A comparison of the validity of the Test of Standard Written English (TSWE) and the California State University and Colleges English Placement test (CSUC-EPT) in the prediction of grades in a basic English composition course and of overall freshman-year grade point average. Educational and Psychological Measurement, 39, 131-145.

Suddick, D. E. (1981). The Test of Standard Written English and resulting placement patterns: A follow-up of performance of older upper-division and masters-level students. Educational and Psychological Measurement, 41, 599-601.

Suddick, D. E. (1982). A re-examination of the use of the Test of Standard Written English and resulting placement for older upper-division and master's level students. Educational and Psychological Measurement, 42, 367-369.

Assessment of Cognitive Development

While states have tended to focus on basic skills as critical outcomes of higher education, many colleges and universities are concerned with the assessment of higher-order cognitive abilities. This interest in higher-order abilities is based on the view that these abilities are at least as important as the development of reading, writing, and mathematical skills. As with the assessment of basic skills, a variety of measures are available.

Analysis of Argument

Author: David G. Winter
Department of Psychology
Wesleyan University
Middletown, CT 06457

Scales: Total Score

Length: Two Exercises

Time: 10 minutes

Cost: Not Available

Stewart, A. J., & Winter, D. G. (1977). Analysis of Argument: An empirically derived measure of intellectual flexibility. Boston: McBer & Company.

Erwin Scale of Intellectual Development

Author: T. Dary Erwin
Office of Student Assessment
James Madison University
Harrisonburg, VA 22801

Scales: Dualism
Relativism
Commitment
Empathy

Length: 86 items

Time: Untimed

Cost: Not Available

Erwin, T. D. (1983). The Scale of Intellectual Development: Measuring Perry's scheme. Journal of College Student Personnel, 24, 6-12.

Perry, W. G., Jr. (1970). Forms of intellectual and ethical development in the college years. New York: Holt, Rinehart, & Winston.

Measure of Epistemological Reflection

Author: Margaret Baxter-Magolda
Department of Educational Leadership
Miami University
Miami, OH

Scales: Total Score

Length: 6 Stimuli

Time: Untimed

Cost: Not Available

Baxter-Magolda, M., & Porterfield, W. D. (1985). A new approach to assess intellectual development on the Perry scheme. Journal of College Student Personnel, 26, 343-351.

Reflective Judgment Interview

Authors: K. S. Kitchener
School of Education
University of Denver
Denver, CO

P. M. King
Department of College Student Personnel
Bowling Green State University
Bowling Green, OH

Scales: Total Score

Length: Four Dilemmas

Time: Approximately 40 Minutes

Cost: Not Available

Brabeck, M. M. (1983). Critical thinking skills and reflective judgment development: Redefining the aims of higher education. Journal of Applied Developmental Psychology, 4, 23-34.

King, P. M., & Kitchener, K. S. (1985, March). Reflective judgment theory and research: Insights into the process of knowing in the college years. Paper presented at the annual meeting of the American College Personnel Association, Boston.

Kitchener, K. S., & King, P. M. (1981). Reflective judgment: Concepts of justification and their relationship to age and education. Journal of Applied Developmental Psychology, 2, 89-116.

Test of Thematic Analysis

Author: David G. Winter
Department of Psychology
Wesleyan University
Middletown, CT 06457

Scales: Total Score
Differentiation
Discrimination
Integration

Length: One Exercise

Time: Approximately 30 Minutes

Cost: Not Available

- Schroder, H. M., Driver, M. J., & Streufert, S. (1967). Human information processing. New York: Holt, Rinehart, & Winston.
- Winter, D. G. (1977). Thematic analysis: An empirically derived measure of critical thinking. Boston: McBer & Company.
- Winter, D. G., & McClelland, D. C. (1978). Thematic analysis: An empirically derived measure of the effects of a liberal education. Journal of Educational Psychology, 70, 8-16.
- Winter, D. G., McClelland, D. C., & Stewart, A. J. (1981). A new case for the liberal arts. San Francisco: Jossey-Bass.

Watson-Glaser Critical Thinking Appraisal

Publisher: Harcourt, Brace, & World
 New York, NY

Scales: Total Score
 Inference
 Recognition of Assumptions
 Deduction
 Interpretation
 Evaluation of Arguments

Length: 100 items

Time: 50 minutes

Cost: Current price not available

- Crites, J. O. (1965). Test reviews. Journal of Counseling Psychology, 12, 328-330.
- Helmstadter, G. C. (1965). Watson-Glaser Critical Thinking Appraisal. Journal of Educational Measurement, 2, 254-256.
- Shatin, L., & Opdyke, D. (1967). A critical thinking appraisal and its correlates. Journal of Medical Education, 42, 789-792.
- Westbrook, B. W., & Sellers, J. R. (1967). Critical thinking, intelligence, and vocabulary. Educational and Psychological Measurement, 27, 443-446.
- Wilson, D. G., & Wagner, E. E. (1981). The Watson-Glaser Critical Thinking Appraisal as a predictor of performance in a critical thinking course. Educational and Psychological Measurement, 41, 1319-1322.

Assessment in the Major

Colleges and universities have become increasingly interested in assessing student performance in the major. In part, this may reflect the belief that it is easiest to link assessment data concerning performance in the major to specific curriculum changes. One problem with attempting to assess performance in the major is the large number of programs that must be assessed. In addition, standardized tests are not available for many of the major fields.

American Assembly of Collegiate Schools of Business:
Outcome Measurement Project

Publisher: American Assembly of Collegiate Schools of Business
605 Old Ballas Road, Suite 220
St. Louis, MO 63141

Scales: Accounting
Business Environment and Strategy
Finance
Human Resources and Organization Theory
Marketing
Management Information Systems
Quantitative Analysis/Operations
Operations Management

Length: 100 items

Time: 1 hour

Cost: Not Available

American Assembly of Collegiate Schools of Business. (1987). Outcome measurement project: Phase III report. St. Louis: Author.

American Institute of Certified Public Accountants:
Level II Achievement Test

Publisher: AICPA Project Office
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204

Scales: Financial Accounting
Cost and Managerial Accounting
Auditing
Taxation
Information Systems

Length: 100-200 items (Approximate)

Time: 50 minute and 2 hour forms

Cost: Not Available

American Institute of Certified Public Accountants. (1987). AICPA Accounting Testing Program. San Antonio: The Psychological Corporation.

Graduate Record Examinations: Subject Tests

Publisher: Graduate Record Examinations Board
Educational Testing Service
CN 6000
Princeton, NJ 08541-6000

Tests: 17 Disciplines

Length: 66-230 items

Time: 2 hours and 50 minutes

Cost: \$ 29.00

Conrad, L., Trisman, D., & Miller R. (1977). Graduate Record Examinations: Technical manual. Princeton: Educational Testing Service.

Graduate Record Examinations Board. (1987). GRE information bulletin. Princeton: Educational Testing Service.

Oltman, P. K. (1982). Content representativeness of the Graduate Record Examinations advanced tests in chemistry, computer science, and education (ETS Research Report 82-58). Princeton: Educational Testing Service.

Major Field Achievement Tests

Publisher: Major Field Achievement Tests
Educational Testing Service
Mail Stop 23-P
Princeton, NJ 08541-0001

Tests: 15 academic disciplines

Length: Varies with the discipline

Time: Approximately 50 minutes

Cost: \$ 10.00 per exam (300 exams)
Minimum charge of \$ 300.00

Educational Testing Service. (1988). Major Field Achievement Tests.
Princeton: Author.

National Teacher Examinations: Core Battery Tests

Publisher: NTE Programs
Educational Testing Service
CN 6051
Princeton, NJ 08541-6051

Tests: Communication Skills
General Knowledge
Professional Knowledge

Length: 116-140 items per test

Time: 2 hours per test

Cost: \$ 35.00 (1 test)
\$ 45.00 (2 tests)
\$ 50.00 (3 tests)

Educational Testing Service. (1987). NTE programs: Bulletin of information, 1987-88. Princeton: Author.

NTE Policy Council. (1985) Guidelines for proper use of NTE tests.
Princeton: Educational Testing Service.

Assessment of Values

A review of institutional missions and goals reveals that most (if not all) colleges and universities claim to influence the development of values, self-confidence, and a host of other non-cognitive outcomes. This review focuses on two classes of non-cognitive outcomes: moral development and the development perceptions of self and society. This focus is not intended to suggest that these are the only two areas worthy of study. Instead, this limitation is imposed to allow a sufficiently detailed consideration of measures that will acquaint the reader with the range of options available.

Defining Issues Test

Author: James R. Rest
 Department of Social, Psychological, and
 Philosophical Foundations of Education
 330 Burton Hall
 University of Minnesota
 Minneapolis, MN 55455

Scales: P (Principled Reasoning) Score

Length: 72 items

Time: Untimed

Cost: Not Available

Biggs, D. A., & Barnett, R. (1981). Moral judgment development of college students. Research in Higher Education, 14, 91-102.

Davidson, M. L., & Robbins, S. (1978). The reliability and validity of objective indices of moral development. Applied Psychological Measurement, 2, 391-403.

McGeorge, C. (1975). Susceptibility to faking the Defining Issues Test of moral development. Developmental Psychology, 11, 108.

Rest, J. R., Cooper, D., Coder, R., Massanz, J., & Anderson, D. (1974). Judging the important issues in moral dilemmas: An objective measure of development. Developmental Psychology, 10, 491-501.

Humanitarian/Civic Involvement Values

Author: Ernest T. Pascarella
College of Education
University of Illinois, Chicago
P.O. Box 4348
Chicago, IL 60680

Scales: Total Score

Length: 6 items

Time: Untimed

Cost: Not Available

Pascarella, E. T., Ethington, C. A., & Smart, J. C. (1987, April). The influence of college on humanitarian/civic involvement values. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Kohlberg's Measure of Moral Development

Author: Lawrence Kohlberg
The Development of Modes of Moral Thinking and
Choice in the Years Ten to Sixteen
Unpublished Doctoral Dissertation
University of Chicago, 1958

Scales: Total Score

Length: 3 dilemmas

Time: Untimed

Cost: Not Available

Kohlberg, L. (1984). The psychology of moral development. New York: Harper & Row.

Rokeach Value Survey

Publisher: Halgren Tests
The Free Press
New York, NY

Scales: Instrumental Values
Terminal Values

Length: 36 items

Time: Untimed

Cost: Not Available

Rokeach, M. (1973). The nature of human values. New York: The Free Press.

Rokeach, M. (1979). Understanding human values: Individual and societal.
New York: The Free Press.

Assessing Involvement, Persistence, and Satisfaction

As a general rule, colleges and universities have relied on opinion surveys to assess levels of student involvement and satisfaction. A wide variety of surveys are available commercially, and several institutions have developed their own instruments. This review is intended to profile four of the most popular student satisfaction/involvement questionnaires currently in use.

College Student Experiences Questionnaire

Publisher: Higher Education Research Institute
924 Westwood Boulevard, Suite 835
Los Angeles, CA 90024

Scales: Includes Information on:
Student Background Characteristics
Satisfaction with College
Quality of Student Effort
Characteristics of the College Environment
Estimated Progress Toward Important Objectives

Length: Approximately 190 Items

Time: Untimed

Cost: Not Available

Pace, C. R. (1984). Measuring the quality of college student experiences. Los Angeles: Higher Education Research Institute

Pace, C. R. (1987). CSEQ: Test manual and norms. Los Angeles: Center for the Study of Evaluation.

Program Self-Assessment Service

Publisher: ETS College and University Programs
Educational Testing Service
Princeton, NJ 08541

Scales: 16 scales for students, faculty, alumni

Length: 69-82 items

Time: 30-45 minutes

Cost: \$ 1.50 per booklet (includes reporting)

ETS College and University Programs. (1987). Program Self-Assessment Service. Princeton: Author.

Student Opinion Survey

Publisher: American College Testing Program
Evaluation/Survey Services
P.O. Box 168
Iowa City, IA 52243

Scales: Background Information
College Services
College Environment
Local Questions (up to 30)
Comments and Suggestions

Length: 81 items

Time: 20 minutes

Cost: \$ 6.00 per 25 questionnaires

American College Testing Program. (1985). The ACT Evaluation/Survey Service: Users' guide. Iowa City: Author.

Student Reactions to College

Publisher: ETS College and University Programs
Educational Testing Service
Princeton, NJ 08541

Scales: 19 scales

Length: 150 items

Time: 45 minutes

Cost: \$ 2.45 per questionnaire

ETS College and University Programs. (1982). Student Reactions to College: Four-year college edition. Princeton: Author.

Alverno College Assessment Instruments

Because of their extensive experience in assessing educational outcomes, the faculty at Alverno College has developed a wide variety of assessment instruments and techniques. This review profiles four specific assessment instruments developed at Alverno College. These instruments are designed to evaluate learning in general education and the major, and to survey alumnae and enrolled students.

FACULTY-DESIGNED INSTRUMENTS FOR
GENERAL EDUCATION - ALVERNO COLLEGE

Alverno College Assessment Instruments are performance-based and faculty-designed. They are designed to chart and at the same time to enhance the development of the individual student throughout all courses and at specific points when a comprehensive external assessment is appropriate.

General Education Instruments include

- Assessments for Entering Students in
reading, writing, speaking, listening,
computer literacy, and quantitative literacy
- Multiple course-specific instruments
- 3 comprehensive assessments that elicit select
integrated outcomes of general education

The Alverno Office of Research and Evaluation has conducted studies of validity and reliability on a number of the general education instruments. See Alverno Productions Publications list (address below).

Actual instruments are not for sale, but descriptions of them and a model for design procedures are available. Write to:

Alverno Assessment Council
Alverno College
3401 South 39 Street
Milwaukee, WI 53215
(414) 382-6087

FACULTY-DESIGNED INSTRUMENTS FOR
MAJOR FIELDS OF STUDY - ALVERNO COLLEGE

Alverno College Assessment Instruments are performance-based and faculty-designed. They are designed to chart and at the same time to enhance the development of the individual student throughout all courses and at specific points when a comprehensive external assessment is appropriate.

Assessments for Major Fields of Study are based on outcomes that faculty have agreed to require for their majors. These assessments take place over the period of time when students concentrate on the specialization of their major. They include

- Multiple course-specific instruments
- Varied comprehensive performance assessments in each discipline including simulations, recitals, projects, portfolios, presentations, orals, products.

The Alverno Office of Research and Evaluation has conducted studies of validity and reliability on a number of the general education instruments. See Alverno Productions Publications list (address below).

Actual instruments are not for sale, but descriptions of them and a model for design procedures are available. Write to:

Alverno Assessment Council
Alverno College
3401 South 39 Street
Milwaukee, WI 53215
(414) 382-6087

TITLE: "Reflecting on Then ... and Now: An Alverno College Alumnae Questionnaire," 1985.

PUBLISHER: Alverno College Productions
Alverno College
3401 S. 39th Street
Milwaukee, WI 53215
(414) 382-6263

TYPE: Survey

PURPOSE: To evaluate the impact of Alverno College, a four-year liberal arts college, within the context of institutional purposes.

TARGET: Longitudinal Cohorts of Women Who Are Alumnae or Non-Graduates.

SCALES: Ten (10) scale areas.

Activities
Environment Support For Growth and Development
Changes in Abilities
Ability Requirements of Primary Activity
Significant Life/Family/Work Experiences
Goal Changes
Preparation by Alverno
Personal Satisfaction and Goal Achievement
Continuing Education
Employment History

REPORTING: Cohort and Career Subgroups

ITEMS: 300 plus items

TIME: 60 minutes.

EQUIPMENT: Survey questionnaire

SCORING: NA

COST: Sample \$ 4.00

RELIABILITY: Study in progress.

VALIDITY: Study in progress. Instrument is not expected to be transported without adaptations to context.

TITLE: "Alverno College Student as Learner Inventory," 1986.

PUBLISHER: Alverno College Productions
Alverno College
3401 S. 39th Street
Milwaukee, WI 53215
(414) 382-6263

TYPE: Diagnostic of understanding of how to learn.

PURPOSE: To communicate to students expectations for developing independent learning and to guide their conceptualization of it. Also, to diagnose opinions about learning that may be counter-productive.

TARGET: College Freshmen.

SCALES: Two subtasks:

Rate degree statements are characteristic of own learning:

Committing to College Work
Becoming Independent in Learning
Self-Assessment
Using Feedback
Commitment to Improving Abilities
Using Assessment Criteria
Understanding Alverno' Integrated Learning Process
Developing One's Own Perspective
Being Creative
Applying Concepts
Taking Multiple Viewpoints
Using Different Learning Styles in Different Situations
Committing to Professional Goals

Write what learned about learning by taking inventory:

Teacher qualitative diagnosis.

REPORTING: Cohort and Major Subgroups

ITEMS: 63 items

TIME: 50 minutes (untimed)

EQUIPMENT: Carbonless self-rating statements and written response

SCORING: NA

COST: Sample \$ 3.00

RELIABILITY: NA

VALIDITY: Validating College Outcomes With Institutionally Developed Instruments: Issues in Maximizing Contextual Validity.
(\$5.00) Available from publisher

APPENDIX

Component #1 - General Education

General Education provides students with skills as well as a breadth of understanding of the humanities, sciences, and social sciences -- the underpinning and context for specialized knowledge. Each institution will assess core requirements or distribution requirements that must be completed satisfactorily by undergraduate students prior to graduation. This assessment may include -- but is not limited to -- student command of that body of knowledge defined as general education by the institution.

TECH SYSTEM DEFINITION:

General Education provides students with a sound background for the integration and application of knowledge and skills they will acquire in future educational and life pursuits. General education includes at least one course from each of the following areas: the humanities, fine arts, the social/behavioral sciences, and the natural sciences/mathematics. Within this core, or in addition to it, the institution must provide components designed to ensure competence in reading, writing, oral communication, and fundamental mathematical skills. Because the computer is an important means of both communication and computation, institutions should provide means by which students may acquire basic competencies in the use of computers. General Education is a minimum of 22.5 quarter hours or 15 semester hours of instruction required for degree completion in associate programs.

Component #2 - Majors or Concentrations

Majors provide students with specialized knowledge and skills. Each institution will assess specific discipline-based programs leading to undergraduate degree majors or concentrations. This may include -- but is not limited to -- student command of the basic knowledge of the discipline.

TECH SYSTEM DEFINITION:

A "major" is an orderly, identifiable sequence of courses leading to a degree with a minimum of 24 quarter hours or 16 semester hours of instruction in one or more related fields of study which provide students with specialized knowledge and skills.

Component #3 - Performance of Professional
Programs Graduates on Licensing
and Certificate Exams

Student achievement in professional programs may be assessed in part through an examination of performance on licensure and certification exams in areas such as teaching, nursing, and accounting. Licensure and certification exams match collegiate achievement with professional standards and norms. Each institution will provide aggregate scores from professional examinations and an interpretation of these data as they affect the curriculum.

TECH SYSTEM DEFINITION:

The ability of graduates in professional, vocational, or technical programs to successfully complete state or national licensure/certification exams is an indication of student achievement in those programs.

Component #5 - Alumni Follow-Up Studies

Graduates provide a useful source of information on an institution's programs and activities. Each institution will conduct studies of institutional and program graduates providing information germane to effectiveness assessment.

TECH SYSTEM DEFINITION:

Alumni follow-up studies is an assessment methodology which results in the utilization of alumni opinions as a factor in evaluating the effectiveness of the institution's academic programs, student development support activities and services, resource management services, and marketing programs.

For the purposes of institutional effectiveness, alumni will be defined as associate degree graduates.

Component #6 - Entry-level Skills Necessary for College Work

Entering undergraduate students must possess certain knowledge and skills to perform satisfactorily in the college or university. Each institution will define and assess the skills appropriate for its students at the time they enter the institution.

TECH SYSTEM DEFINITION:

Entry level skills necessary for college work are defined as meeting minimum criteria established for each educational program in reading, writing, and mathematics.

Component #8 - *Remedial and Developmental Programs

Remedial and developmental programs assist underprepared students in achieving the knowledge and skills necessary for satisfactory performance. Each institution will describe and assess its program designed to accomplish this end.

*Program currently being developed or administered by the Commission.

TECH SYSTEM DEFINITION:

Developmental Education is a broad range of activities, programs, and instructional services designed to assist students in attaining their educational goals.

Developmental Education includes the upgrading of basic skills, as well as the introduction of new skills preparatory to post-secondary educational requirements.

Component #10 - Analysis of Undergraduate Retention and Attrition

Success in retaining undergraduate students admitted to public colleges and universities is one way of evaluating an institution's admissions criteria, academic programs, and student services. Conversely, analysis of why students leave may provide useful information concerning any or all of these areas. Each institution will analyze and report on its undergraduate retention and attrition.

TECH SYSTEM DEFINITION:

Undergraduate retention is defined as student achievement of their identified educational goal(s).

Attrition occurs when students exit the college prior to the achievement of their identified goals.

Component #13 - Assessment Procedures for Student Development

Determining student growth and development throughout the college or university experience requires the application of multiple assessment procedures. Each public institution must have a plan to assess student development in a manner that is meaningful and applicable to the services and curriculum of the institution. All institutions will evaluate student services and should consider conducting pilot studies of the effect of nonacademic experience on student academic and career success.

TECH SYSTEM DEFINITION:

Assessment for student development is defined programmatically in terms of the effectiveness of student development programs and services in accomplishing identified goals and meeting student needs.

Component #14 - Assessment of Library Usage and
Collection Development Procedures

Access to and usage of library materials is a critical part of the learning process. Student inquiry fosters intellectual growth and the excitement of discovery. Each institution will ensure that students have access to necessary library materials through the regular assessment of library collections and usage.

TECH SYSTEM DEFINITION:

Learning Resources is an academic unit which integrates print, non-print, and other forms of information technology and human resources with the necessary equipment and services to permit their effective utilization. The assessment of library usage includes utilization by students and faculty of all learning resources.

Component #15 - Assessment of (1) Administrative and (2) Financial Processes and Performance

Interest in student achievement must not eclipse the need to assess administrative and financial processes and performance. For example, budget strategies and techniques should be examined regularly in light of changing departmental, school and institutional goals and objectives. Similarly, administrative processes (reporting, coordination, data management/computing, etc.), must be reviewed carefully to ascertain whether they support the college or university's mission and current needs. Each institution will report on its assessment of these areas.

TECH SYSTEM DEFINITION:

- (1) The assessment of administrative processes and performance by an institution's administrative units, includes: planning, supervision, management, and evaluation.
- (2) The assessment of financial processes and performance is the evaluation of an institution's financial strength as well as the acquisition and distribution of its resources to support the mission, role, and scope of institutional activities.

Component #16 - Assessment of Facilities

Physical resources affect instruction, student services, campus-based activities, and the general fulfillment of the institutional mission. Each institution will examine its facilities, with an emphasis upon strengthening space utilization, assessing maintenance priorities and practices, and evaluating critically whether physical resources support instructional requirements (classroom, libraries, laboratories, etc.), administrative needs (office and computing space), student services, and recreational activities.

TECH SYSTEM DEFINITION:

Assessment of facilities will include the evaluation of the availability, use, and condition of the physical resources which support instruction, student services, and other aspects of the institutional mission.

EFFECTIVENESS AND STUDENT SUCCESS IN COMMUNITY COLLEGES:
PRACTICES, REALITIES, AND IMPERATIVES

Peter T. Ewell

National Center for Higher Education Management Systems (NCHEMS)

The issue you have before you at this gathering speaks directly to the essential nature of the community college as a service institution: "institutional effectiveness" for the community college cannot be conceived of in isolation. Its proof will always lie in the judgments of those that the institution is bound to serve--students, employers, other colleges and universities, and citizens of the local community. If shortcomings occur here, there are no "ivy-covered walls" behind which to shelter. Despite this challenge, I believe that growing national interest in the topic of institutional effectiveness is welcome for community colleges. Properly viewed, I will argue, "institutional effectiveness" can become a shorthand way of describing a process of institutional revitalization that embodies the original community college ideal of constituency service. And I will also argue that this movement is permanent, based upon some real and enduring constituent issues and concerns, which we ignore at our peril. The result is indeed an "imperative", and I commend you for addressing it.

With this context, I would like to do three things. First, I'd like to provide some background for our discussions of "effectiveness": where did this issue come from and what are its particular implications for two-year colleges? Second, I'd like to concentrate on the several meanings of "effectiveness" in a community college context: what are its domains and what kinds of information and action priorities do these suggest? Finally, I'd like to propose some promising lines of attack for achieving effectiveness based on the experiences of the many institutions with which I have worked. In all of these, however, I can only provide some hints and guesses about how to make these concepts real. The important work of this gathering will be accomplished by those who have done the work--the many institutions here represented.

1. Some Perspectives on Effectiveness: While an insistent topic for discussion these days, "institutional effectiveness" continues to mean different things for different people. In part, this is responsible for the topic's power to mobilize action across many arenas. But in part it is a product of its diverse origins.

It's important to note that the stimulus for current national interest in assessing effectiveness lies in several simultaneous but independent developments. First, many concerns about performance have arisen from inside the higher education community--often particularly insistently from the two-year college sector. The majority are founded in the need to serve a new and expanding underprepared student clientele. Many community colleges have found that in serving their primary access mission, they have been forced increasingly to offer remedial and developmental experiences to ensure even minimal levels of student success. Many have also found that in doing so it is difficult to protect the content of "college-level" work and the integrity of their own curricula. The result has been a growing interest in assessing outcomes--partly to improve overall rates of

student success through designing better curricula, and partly to re-establish the threatened credibility of a two-year college experience.

But a second stimulus has come from without, fueled by public and political concerns about declining "quality", and often directed particularly at two-year colleges. To some degree these concerns are a natural carryover from K-12 education, where problems are more severe and perceived external solutions more pressing. They are also a product of fundamental shifts in the notion of "accountability" for public higher education from access and efficiency to demonstrated performance and return on investment. The result of both has been a significant increase in state-mandated assessment of student performance and a notable realignment of the focus of regional accreditation from inputs and processes to educational results.

These diverse origins lead to different definitions and this has been responsible for considerable confusion. What exactly does "institutional effectiveness" mean in this conversation? First, it's important to recognize that much of what is meant isn't new. Indeed, it may embrace and render more systematic many familiar concepts embodied in such diverse past initiatives as strategic planning and management, instructional and faculty development, or "quality circles" and other programs intended to improve academic support functions. Many campuses have experienced considerable innovation through one or all of these mechanisms. But the concept of "institutional effectiveness" provides a language and an occasion to view each of these past areas of innovation as part of a larger more integrated whole.

It's also important to stress two emerging commonalities in what external authorities are requiring institutions to actually demonstrate in the name of "institutional effectiveness." First, they are shifting their focus from an exclusive concern with inputs and processes toward actual results--particularly student cognitive results. This is visible primarily in a range of state-based assessment programs that require institutions to compile evidence of student learning in such areas as basic skills, general education, and the major field. Second, both states and accreditors are moving toward definitions of effectiveness based on goal achievement as the primary index of quality. Both trends, it's interesting to note, speak particularly to the community college mission, the first by stressing teaching and learning as the preeminent institutional function, and the second by de-emphasizing an exclusionary view of "quality." Mission attainment, not the pre-enrollment characteristics of admitted students, is seen as the ultimate mark of a quality institution.

Finally, it must be stressed that the setting for investigating institutional effectiveness provided by a community college has a unique set of advantages and disadvantages. On the positive side, the community college is organizationally focused on teaching and learning: for the most part, people in community colleges know what they are trying to accomplish more specifically and more concretely than their counterparts in other parts of higher education. At the

same time, the community college environment is unusually permeated by the spirit of innovation and flexibility. People in community colleges are not afraid of trying new things if they appear to pay an important dividend.

But assessing student learning in a community college setting also involves unusual challenges. Although its overall mission of community service is clear, the typical community college is both a multi-function and a multi-constituency institution. It is generally in several "businesses" at once--including transfer education, occupational/technical training, developmental education, and service instruction--most of which operate relatively independently. In this respect, it is more like a "holding company" than a single-purpose "industry". Similarly, community college students can range from the traditional 18-21 year-old full-time student through a range of different types, each with a different set of needs and ambitions. Both these characteristics mean that "effectiveness" in terms of goal attainment must be separately conceived for each constituency and mission area.

At the same time, the typical community college environment is particularly intractable for assessing student learning. Most community colleges of necessity have relatively slim databases about their students; often, for example, little is known about prior student educational attainments or experiences. More importantly, the typical community college student won't sit still for "assessment." Most, for example, are unwilling to engage in testing which doesn't benefit them directly and, as commuting students, they are not routinely available for data collection. Many students, moreover, don't really take the curriculum as designed. Each of these characteristics means that approaching the assessment of institutional effectiveness in a two-year college setting is appropriately a distinctive enterprise.

2. Some Domains of Effectiveness: I would now like to turn to some particular manifestations of institutional effectiveness in a community college setting. What qualities in particular do we think of when attributing "effectiveness" to a two-year college? And what kinds of evidence might we collect to know that these qualities are present?

When considering the typical domains of community college performance, it's traditional to begin with the litany of program areas contained in most two-year college mission statements. At minimum, these include college transfer, occupational/technical, developmental, and community service functions. While broadly descriptive of what community colleges do, however, these are rarely specified in the kinds of performance terms necessary to ground an inquiry about effectiveness. Each is also composed of several different components and can be viewed from several perspectives.

"Effectiveness" in transfer education implies that students possess foundation knowledge in a range of disciplines and requisite skills of collegiate functioning to successfully pursue baccalaureate study at a

four-year college or university. "Knowledge" in this context generally refers to knowledge of the basic content of core disciplines in the humanities, sciences and social sciences, together with some familiarity with the "modes of inquiry" typical of different disciplinary areas (for example, scientific/experimental method). "Skills" in this context generally refers to such "higher order" integrative thinking skills as critical thinking, creative thinking, or problem-solving; often these include higher levels of communication and quantitative ability as well. Alternatively, such skills have been described as "general intellectual skills," including "gathering information, analyzing information, and presenting information." Finally, appropriate student capacities in this area may include such study skills as how to use the resources of a library and how to use a computer, and such "academic attitudes" as value-neutrality, intellectual persistence, and tolerance for diversity. Gathering evidence in each of these areas can be a complex undertaking and generally requires specialized assessment techniques. But possession of these skills in the aggregate is reflected behaviorally in subsequent performance at a senior institution. Relevant performance characteristics here include successful transfer of credits, persistence at a senior institution, baccalaureate degree completion, grades earned, and course completion rates.

"Effectiveness" in occupational/technical education implies that students possess requisite technical knowledge and competence to perform effectively in identified fields of employment. Properly assessing effectiveness in this domain implies recognition that at least two quite different clientele groups may be involved, each with somewhat different criteria for success. For students seeking job-entry training, effective performance is manifested in their obtaining and maintaining initial employment in field. For those seeking job upgrades, continuing technical skill development, or recertification, however, the appropriate test of effectiveness is promotion and enhanced job performance. In both cases, earning an AS degree or a certificate is only an indirect indicator of success because actual program completion may not be necessary to attain these goals. As in the case of transfer education, assessing effectiveness may also require that further distinctions be made among intended outcomes. For occupational/technical education, for example, one such distinction is between acquiring the applied technical competencies associated with performing a particular task, and acquiring the more basic "knowledge-building skills" required to learn new procedures, instructions and technologies, and to communicate with fellow workers. As in the case of transfer education, moreover, appropriate outcomes may include such affective areas as motivation, proper work habits, team membership, and tolerance.

"Effectiveness" in developmental education implies that students possess requisite knowledge and skills to successfully undertake college-level work. Such basic skills generally include reading, writing and computational abilities. At most institutions these are initially assessed through placement examinations given diagnostically for purposes of determining required remediation. Where similar examinations are used on exit from remediation, they provide a means

not only to determine individual competency but also, in the aggregate, to evaluate program effectiveness. Where post-testing is not regularly used, occasional post-tests are sometimes administered to establish the validity and credibility of the program. Behaviorally, however, the true test of remediation is subsequent performance in regular college-level coursework. The records of students who needed, and who successfully exited developmental coursework can be compared to similar records for those who needed but did not complete developmental work on the one hand, and to those who were assessed as not needing remediation on the other. Relevant performance statistics include persistence, degree completion, course completion rates and grades in non-remedial coursework, and performance in the first college-level course encountered demanding student proficiency in a previously deficient skill.

An additional component of developmental education is often the provision of instruction for adults to achieve basic pre-college or societal competencies. For community colleges, this is generally embodied in two kinds of programs--GED high school equivalency training, and training in English as a Second Language (ESL). In both cases, behavioral evidence of effectiveness is provided by persistence and eventual completion of the program itself; if students achieving these competencies continue with community college study in transfer of occupational programs, additional evidence of effectiveness is provided by their performance in these curricula and their subsequent success in completing them.

"Effectiveness" in community service implies that individual users of college-provided services are satisfied with the services that they receive, and that members of the community are supportive of both the presence and the activities of the college. Detailed determination of "effectiveness" here will, of course, depend upon the nature of the service provided. Direct evidence of satisfaction among users is generally collected through periodic user surveys. The behavioral counterpart is continued participation and "return rates" for community members. Direct evidence of community support can also be generated through survey, and additional evidence of community impact can be gathered through such means as community and economic impact studies. Behavioral counterparts to such indicators may be contained in attendance records at college-sponsored events, turnout and voting in local elections affecting the college, and similar statistics.

Different institutions will, of course, differ markedly in the relative emphases which they place upon these generic functions; moreover, some may include additional functions in their mission statements that themselves may need to be assessed as part of an investigation of institutional effectiveness. More importantly, because community colleges are preeminently "service" institutions, each of these basic functions may need to be explicitly investigated from the perspectives of clients and constituents. In most cases, this means the respective viewpoints of students as "consumers" and of regional employers.

For individual students who attend a community college, for example, "success" ultimately implies fulfillment of their own goals for attendance--goals which may or may not include degree or program completion. Effectiveness from this perspective thus demands collecting information about initial student goals and the degree to which they have been fulfilled. Effectiveness may also demand collecting "consumer information" about the likelihood that student goals will in fact be fulfilled--for example, information on the probability that a student with given characteristics will in fact obtain a job as a result of completing a particular program. A parallel group of "clients" in this regard consists of area employers. Effectiveness from their perspective may embrace qualities not generally covered in faculty-established program goals--for example, the need for teamwork and oral communications skills among potential employees. As a result, assessing effectiveness may appropriately include periodic employer interviews or needs assessments.

Collectively, the many domains of community college functioning and the multiple perspectives of its primary constituents suggest some particular information needs. Among them are the following:

- longitudinal information on student experience and performance. Much "behavioral" evidence of effectiveness for a community college can be obtained through construction of an integrated longitudinal student tracking database. Based on a "cohort" methodology, such a database typically allows monitoring of overall persistence, course completion rates, and the fulfillment of various curricular requirements. Adequately constructed, it can also contain information on student goal fulfillment, the adequacy of developmental education as reflected in subsequent performance in college-level work, and placement and performance in senior institutions or in the workplace.

- additional targeted "assessment" information. Assessing actual learning outcomes can be a complex and formidable undertaking and community colleges provide a particularly challenging environment for such work. Several assessment activities, however, are particularly appropriate for guiding improvement in a two-year college setting. Post-testing of basic skills in developmental coursework is among the most beneficial and most easily implemented. For transfer "general education" courses, such techniques as systematically collecting the examinations and papers of the "median student" in each class for performance monitoring can be fruitful, and do not involve the disruptions of mass testing. For occupational/technical programs, members of program advisory committees can be used occasionally as external "performance assessors" in observing students at work on a simulated workplace problem. Finally, a systematic process of employer interviews in conjunction with a periodic program review or audit mechanism can be extremely productive.

- capitalize on collecting additional information at existing "points of contact" with students. Because of the shifting nature of community college enrollment, there are often few occasions on which information is systematically collected from students and other "consumers". This makes it all the more important to take advantage of existing

opportunities to collect additional information on effectiveness. Among the many under-utilized opportunities at two-year colleges are placement testing and teacher/course evaluation. The first can be used to administer additional goal surveys and questions on anticipated difficulties as in the administration of ACT's ASSET instrument. The second can be used to collect additional information on student behavior as a result of the course (for example, numbers of hours spent studying or use of the library).

-develop better mechanisms for getting information to those who need it. All too often, data collection at community colleges results in reports that no one reads. As important as collecting information on effectiveness is disseminating and discussing it with those who need to get the job done--those in direct contact with students. Instead of reports packaged around particular data-collection efforts (for example, "a survey of occupational program completers") reports should be packaged around perceived problems (for example, "are we meeting the needs of our younger, job-entry students?"). Problem-oriented reports, moreover, should not just be read, but should be actively discussed--perhaps at a problem-solving retreat involving the people who most directly experience the problem. Finally, individual faculty members and student advisors need more and better information about the students with whom they have direct contact (for example, "what are their goals and what have been their prior experiences before arriving in my office or classroom?"). Individual "course reports" that aggregate information about the students in a particular classroom for immediate faculty use provide an excellent example of reporting of this kind.

3. Making Improvement Work: Setting appropriate goals and collecting appropriate evidence of their achievement, of course, is only the first prerequisite for achieving effectiveness. Concerted, constant action at all levels are is required, consistent with these goals and guided by this information. Current interest in achieving institutional effectiveness in higher education in this regard has much in common with the current "quality revolution" in business and industry, much of it inspired by the work of W. Edwards Deming. Many concepts derived from this work can be appropriately applied to achieving quality improvement in two-year colleges. Several of these, I believe, are particularly appropriate in guiding your deliberations at this conference.

-Set a Common Vision. Community colleges are institutions in which it is particularly important for all members of the institution to share a common understanding of basic goals. All employees, from President to grounds-keeper should be constantly aware that the business of the institution is to improve student learning and success, and should be able to immediately connect the concept of student success with their own everyday activities. Too often, faculty and support personnel are unaware of the ways that their own activities contribute to student and institutional goal achievement, and their actions are unconcerted as a result. "Setting a Vision" means frequently auditing all aspects of the college environment from the consumer's (student's) point of view and asking the question, "how does what I do here influence the overall environment for learning, favorably or unfavorably?" This will only happen when top management takes every opportunity to stress these connections, and makes visible commitments to

improvement across a range of seemingly unconnected areas--from advisement to parking.

-Build Teamwork. Another major tenet of quality improvement is that groups are responsible for success, not single individuals. Much in the current academic environment goes against this principle, and it certainly does not mean that individuals who contribute effectively shouldn't be rewarded. But at bottom, effective instruction is a collective activity and involves recognition of being part of a team. Individual faculty members in practice depend upon one another to teach students the prerequisite knowledge and skills that they will need in one another's courses. But in practice, they rarely communicate with one another about what is needed. This is even more true with respect to such interrelated support functions as advisement, testing, financial aid, and campus security. To build teamwork, it's important to share information about how each function is ultimately related to student success. It's also important to solicit frequent feedback from all parts of the institutional community about things that might be done better.

-Identify the "Customer." A major theme current in industrial quality improvement is to constantly ask the question, "who is the customer?" As service institutions, asking this question is particularly germane for the improvement of effectiveness in community colleges. Within the college, it is often extremely useful to identify explicit networks of "customers" and "suppliers" who should work more closely together. In a given sequence of courses, for example, English instructors may have as their "customers" faculty members in other departments or programs who count on them to develop student writing skills to adequate levels. In turn, they must count on instructors in developmental programs to "supply" them with students who know the basics. Every course sequence is comprised of such networks, but faculty in them rarely get together to see what might be done collectively to improve articulation. Externally, the notion of working more closely with "customers" and "suppliers" extends to employers and senior institutions on the one hand, and to high schools on the other. In the first case, better linkages between faculty on a program-by-program basis between the college and its primary transfer institutions, informed by actual data on transfer student performance, can be helpful. In the latter case, providing "feedback reports" on the performance of students drawn from major feeder high schools and explicitly discussing the results can provide a major occasion for improvement.

-Monitor Performance at Every Step. Properly conceived, "assessment" should not be a process only of checking outcomes at the end of instruction for purposes of accountability. Instead, it should be a continuous, low-level process that involves individual faculty and staff members monitoring what they do in their own classrooms and work units. In individual classrooms, this philosophy is best illustrated by the use of "minute papers" at the end of every class period in which instructors ask students to write down the single most important thing that they learned during the class and the thing that still seems most unclear. It may also embrace such processes as occasional "cross-grading" of papers and examinations in sections of a course taught by different faculty members to ensure consistent standards. In nonacademic functions, continuous self-monitoring may involve keeping consistent records of the kinds of problems encountered in the work process

(for example, errors in registration records) and analyzing these problems to determine and address their underlying causes. In both cases, the key to success is monitoring performance at the most basic level, where improvements will ultimately need to take place.

These four concluding themes help emphasize a message that I hope will infuse your discussions throughout the coming two days: "institutional effectiveness" is not a single practice, but an embracing attitude that stresses teamwork and continuous incremental improvement. Experience has shown that improvements in instructional quality are a cumulative product of "little" things, done consistently by individual faculty and staff members acting on their own initiatives, but who share a common concern for and recognition of an identifiable set of valued outcomes for students. Achieving quality on this basis takes time, commitment, and concerted effort. But I assure you, it will pay off.

NILIE FOCUS

Issues
Methods
Institutional

Winter 1992

Making Community Colleges More Effective: The Service Imperative

by Richard L. Alfred, University of Michigan

Community colleges are service organizations in every sense of the word. What do we mean by service? It is the most strategic marketing weapon that our institutions have. Adding value to students and communities, discovering the demographics of the marketplace, learning about student concerns and needs, identifying problems with instruction and support services, and learning about the potential for new programs and services are just some of the benefits of a service orientation.

Faculty and administrators working in organizations such as community colleges are facing challenges that require them to take a new look at the service dimensions of their institutions. They are finding classic market niche strategies of cost, program quality and special services are not enough to ensure student satisfaction. Theodore Levitt likens the relationship between today's customer and service provider to a marriage that focuses on keeping the customer happy with the provider after the sale. In Levitt's words:

"Thanks to increasing interdependence, more and more of the world's economic work gets done through long-term relationships between sellers and buyers. It is not a matter of just getting and then holding onto your customers. It is more a matter of giving the buyers what they want. Buyers want vendors who keep promises, (and) who'll keep supplying and standing behind what they promised. The era of the one-night stand is gone. Marriage (between buyer and seller) is both necessary and more convenient. Products are too complicated, repeat negotiations too much of a hassle and too costly. Under these conditions, success in marketing is transformed into the inescapability of a relationship."

To what extent are community colleges building meaningful relationships with students as customers? What practices are they using to promote student success? What methods are they using to assess student learning outcomes? To find

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National Institute For Leadership and Institutional Effectiveness

George A. Baker and
Susan H. Moore,
University of Texas at Austin

Institutional effectiveness and total quality efforts will be seen as the major organizational development endeavors in American education and business and industry during the last decade of the 20th century. Many individuals and institutions will decide to be a part of this exciting, innovative approach to improving educational quality in America at a time in which it is critical that we produce quality outcomes with less resources.

The National Institute for Leadership and Institutional Effectiveness (NILIE) is a new organization within the Department of Educational Administration in the College of Education at the University of Texas at Austin. The purpose of NILIE is to develop a structure to support educational research in a period of increased accountability and scarce resources. NILIE will focus on strategies designed to link leadership to institutional effectiveness and subsequently to the improvement of student success.

Five components from Peter Senge's *The Fifth Discipline* provide a framework for NILIE's mission.

"Systems Thinking" is a means of dealing with all organizational events though they may be distant in time and space. For example, research in institu-

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A TRUSTEE'S PERSPECTIVE

Guest Columnist C. Allan Schurr, former Commission Chairman, Midlands Technical College, Columbia, SC

Trustees of a public institution must fully understand the institution's mission and purpose and participate in the evaluation of its effectiveness in achieving the mission. The problems faced by trustees include getting a handle on the operations so that they are in a position to evaluate and provide guidance for the future. An orderly approach suggests monitoring of key college functions and reporting of such in an understandable fashion.

For community colleges, results that help us gauge how effective we are in achieving our mission include:

- success of our students as evidenced by high employment and wage rates of our graduates;
- success in further education of our transfer students;
- access and progress for minority and disenfranchised students;
- positive service to business and industry and our existing workforce;
- a positive image in our community; and
- economic and social well-being of the region.

To be more precise, we must go beyond efficiency factors and include quantitative and qualitative evaluations. My college, Midlands Technical College, has a formal Long-Range Plan and a formal Institutional Effectiveness Program that provides the necessary means of monitoring that plan and other programs. The college has identified six Critical Success Factors which are considered essential to achieving our mission. These factors are:

- Accessible, Comprehensive Programs of High Quality
- Student Satisfaction and Retention
- Post-Education Satisfaction and Success
- Economic Development and Community Involvement
- Sound, Effective Resource Management
- Dynamic Organizational Involvement and Development.

The results of our institutional effectiveness program are used by the staff and faculty in determining progress, modifying efforts, and making changes in curriculum, facilities, procedures, etc. The information is also presented to the Trustees in the form of an "Institutional Effectiveness Report Card." This report is

reviewed in detail at our annual retreat. It provides us with orderly and understandable information from which we can feel secure in establishing guidelines and suggestions for the future.

An important aspect of Midlands' effectiveness program is its ability to track the results of various initiatives, such as efforts to improve enrollment from local schools, efforts to improve the retention rate and efforts to improve the performance of transfer students.

We have also derived some unanticipated benefits such as:

- we know more about who our students are;
- we have an excellent tracking system in place;
- we have identified major competencies for general education and most majors; and
- there is less duplication of effort in several areas.

Most of the benefits of this program are free. It does require a staff to keep the program organized and moving and it does require time from faculty, staff and even students. However, our trustees are unanimous in judging that the results are worth the effort. ■

Literature From The Field

James O. Nichols has authored two publications providing practical guidance for institutional effectiveness implementation.

A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation

This revised version of Nichols' 1989 publication provides practical guidance to those at the institutional level charged with implementing institutional effectiveness and has been expanded to include specific examples of and suggestions concerning implementation in two-year colleges.

The book is structured around a recommended sequence of events over a four-year period leading to implementation of institutional effectiveness with as little additional expense and effort as possible. This sequence of events is supported by detailed reviews of practices in the field as well as relevant literature in the Resource Sections provided at critical points in implementation. The Resource Sections include coverage of the Expanded Statement of Institutional Purpose, Attitudinal Surveys, Cognitive Assessment Instruments, Assessment of Behavioral Change and Performance, Assessment Information from Institutional Data Systems, Setting and Evaluating Intended Educational and Non-academic Outcomes or Objectives, and Implementation in the Two-Year College.

The Departmental Guide to Implementation of Student Outcomes Assessment and Institutional Effectiveness

Designed as a companion volume to *A Practitioner's Handbook*, this monograph is written for busy administrators at the departmental level who can commit only a limited amount of time to learning about the subject, but are charged with the responsibility for implementation within their programs or departments.

The Departmental Guide

- identifies the institutional level questions that departmental level administrators need to have answered to understand clearly what is expected of them

See **LITERATURE**
Page 5

100 New Community Colleges to be Added to Project Cooperation in 1992

The National Council for Instructional Administrators (NCIA) and the National Council for Student Development (NCSD) leaders recently announced that Project Cooperation is expanding its research base beyond the original 12 demonstration site colleges to involve an additional 100 community colleges in the project. These additional colleges will be called "affiliates" and will carry out research on their campuses in the spring of 1992 on developing models of institutional effectiveness and outcomes assessment. An estimated 30,000 community college students at the 45-60 semester credit level will be involved in the exit assessment activities.

Because the design of this longitudinal, value-added research links specific entering student placement data with specific outcomes data, community colleges invited to participate as affiliates will be limited to those who administered the new ASSET tests for fall 1989 and fall 1990. They will then administer in spring 1992 components of the Collegiate Assessment for Academic Proficiency (CAAP) and a new ACT outcomes survey to their sophomores, plus provide transcript information on these students. In return, affiliates will receive new reports linking the results of their spring 1992 assessment activities with the characteristics and needs of these same students when they entered. The reports are being designed to help community and technical colleges as they respond to state and regional accreditation reporting needs related to outcomes and institutional effectiveness, in both the academic achievement and student development domains.

Project Cooperation, initiated in 1988, involves an ongoing partnership joining the efforts of NCIA, NCSD, the 12 community college demonstration sites and American College Testing (ACT). The demonstration site colleges are:

Chemeketa Community College, Dyersburg State Community College, Howard Community College, Macomb Community College, Scottsdale Community College (Maricopa District), Massachusetts Bay Community College, Metropolitan Community Colleges of Kansas City, Midlands Technical College, Orangeburg-Calhoun Technical College, Riverside Community College, St. Louis Community College and Technical College of the Lowcountry.

Project Cooperation focuses on the collection and analysis of student input,

participation and outcomes measures to advance both student and institutional success. To date, the project has provided a national survey of institutional effectiveness practices at community colleges,

regional institutional effectiveness conferences for community colleges, pre-conference (AACJC) workshops, professional meeting presentations and four publications. The total project is planned to continue through spring of 1993. For a more complete description of the final steps of the project and the outcomes assessment models being developed, contact Dr. David Lutz or Dr. John Roth, ACT, P.O. Box 168, Iowa City, IA 52243. ■

PROJECT COOPERATION FOCUSES ON THE COLLECTION AND ANALYSIS OF STUDENT INPUT, PARTICIPATION AND OUTCOMES MEASURES TO ADVANCE BOTH STUDENT AND INSTITUTIONAL SUCCESS

Upcoming Meetings:

- **Winter Institute on Community College Effectiveness and Student Success**, January 26-28, 1992, Jacksonville, Florida. For registration information contact: Linda Rayle, Community College Consortium, 2007 School of Education, Ann Arbor, MI 48109-1259; Phone: (313) 747-1973
- **AACJC Annual Convention**, Phoenix, Arizona, April 11-14, 1992
- **32nd Annual AIR Forum**, May 10-13, 1992, Atlanta Hilton and Towers, Atlanta, Georgia; "Education: The Global Perspective," Contact: AIR, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038; Phone: (904) 644-4470
- **Third National Conference on School/College Collaboration**, June 28-July 1, 1992, San Diego, California. "Reaching For New Standards: Partnerships Take The Lead." Letters for proposal should be mailed to: American Association for Higher Education, Office of School/College Collaboration, One Dupont Circle, Suite 600, Washington, D.C. 20036-1110; Phone: (202) 293-6440; fax (202) 462-7326
- **ACE - American Council on Education, 74th annual meeting**, January 22-25, 1992. "Old Borders, New Frontiers: Higher Education in a Changing World." Sheraton Washington Hotel, Washington, DC. For more information call ACE at (202) 939-9410.



"HE STOPPED GROWING A COUPLE OF YEARS AGO. WE KEEP LOWERING THE MEASUREMENT SO HIS FEELINGS WON'T BE HURT."

CRITICAL LITERACY INSTITUTE

Oakton Community College's Critical Literacy Institute will bring together teams from eight colleges throughout the country in January 1992 to study and further develop the concept of a critical literacy classroom.

The institute will focus on five main objectives. First, it will provide participants, through both presentation and collaboration, the opportunity to acquire new strategies for creating the critical literacy classroom. Second, participants will work on creating a portfolio of material developed during the course of the program. Third, each team will have the opportunity to further consider and design (or redesign) faculty development efforts that their college can make in the name of enhancing the teaching of critical literacy. Fourth, each team will develop an active network of working relationships between colleges associated with the Beacon Project. Finally, it is our intention that the participants will develop relationships as a natural outgrowth of being involved in our common goal—helping our students to learn to be critical thinkers.

As a follow up to the week-long institute, each college will be provided with a small team of consultants to assist in implementing its plans to provide an across-the-curriculum faculty development program of its own that focuses on the creation of the critical literacy classroom. Representatives from the eight associate colleges will then return in the spring of 1993 and present their work and accomplishments at Oakton's annual national conference on critical literacy. It is our goal that each college serve as another model program in faculty development and critical literacy and as an important resource in the growing network of programs and strategies dedicated to the process of helping students become critical thinkers.

The institute is an AACJC-Kellogg Foundation Beacon Project for 1991-1993.

For more information, contact: Alan Rubin, Critical Literacy Institute, Oakton Community College, 1600 East Golf Road, Des Plaines, Illinois, 60016; (708) 635-1600. ■

WORKING CONFERENCE SCHEDULED APRIL 1-4

Oakton's fifth annual working conference on teaching critical thinking/critical literacy across the curriculum will be held April 1-4, 1992 at the Holiday Inn Mart Plaza Hotel in downtown Chicago.

As in past years, the primary focus will be

**PROCESSES
METHODS
PRODUCTS**

exploring what critical thinking is (or can be) and how it can be taught. This year, however, special emphasis will also be put on how teaching critical thinking is or can be affected by culturally diverse student populations, by creativity and by developing computer technologies.

A number of sessions will address the experience/needs of teachers and students in technical/vocational programs.

Featured presenters will include Roger Schank, John Matsui and Salvatore Maddi.

For more information on the conference, contact: Lorenz Boehm, Conference Coordinator, Oakton Community College, 1600 East Golf Road, Des Plaines, IL 60016; (708) 635-2641. ■

THE PROGRAM REVIEW PLUS

In order to continue to provide quality educational programs, Orangeburg-Calhoun Technical College in Orangeburg, South Carolina has adopted a plan for institutional effectiveness which provides for successive program improvement and encouragement of student cognitive and effective development.

The assessment of institutional effectiveness is segmented into three major functional areas: academic offerings, administrative operations and student services. Each program or department of the

college fits within one of these segments and is reviewed on a rotating basis with all programs and departments participating in a comprehensive evaluation once every three years.

The primary component of the college's evaluation model is the program review which provides the framework for utilizing multiple assessment measures to determine an academic program or administrative department's delivery effectiveness.

Program reviews serve as a guide for curriculum evaluation, faculty development and student performance studies. The program review process also provides useful information in studying indicators of effectiveness as they relate to administration and support services.

Designed as a self-study, the program review for administrative operations and student services examines the organization and support services.

Designed as a self-study, the program review for administrative operations and student services examines the organization and management of the service area in keeping with the comprehensive mission of the college. Specific reference is also made to the involvement of personnel in professional and community relations.

Service area functions are analyzed to ensure the utilization of the best available technologies and to document implementation of recent innovations in service delivery. Evaluations by faculty, staff and students allow for examination of the service area's effectiveness in relation to the overall operations of the college.

An evaluation summary of the service area is then completed with strengths and weaknesses identified as a result of the self-study with recommendations listed explaining the necessary procedures required and estimated time period needed for corrective action. These recommendations are then formulated into an operational plan for the service area with an evaluation of progress conducted annually.

For more information, contact: Nancy H. Coleman, Director, Research and Development, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road N.E., Orangeburg, SC 29115-8299; (803) 536-0311. ■

National Institute

Continued from Cover

tional effectiveness must encompass all aspects that impact the inputs, processes and outcomes of service to the students and to the community.

"Personal Mastery" is related to professional development. In order to collectively produce quality results in educational agencies, we must continually clarify and deepen our personal visions.

"Mental Models" are the pictures in our heads that help us understand what is outside ourselves by better understanding our own way of thinking and problem-solving. For instance, professional understanding that would be provided through a personality or leadership inventory would provide an individual with a mirror to more clearly reflect his or her way of thinking.

"Building Shared Vision" is a leadership responsibility. When leaders share a genuine and realistic vision of the future, followers are motivated to enhance their own leadership capabilities and performances because they want to, not because they have to.

"Team Learning" is the fifth discipline. An important purpose of NILIE is to provide research into ways of implementing participative decision-making that leads to institutional effectiveness and quality.

The first major task of the Institute will be the development of an Institutional Effectiveness Model for Higher Education (IEMHE). This effort is being funded by a grant from the Noel-Levitz Centers for Institutional Effectiveness and Innovation, headquartered in Coralville, Iowa. The Model consists of six components: the Personal Assessment of the College Environment (PACE); the Cultural, Environmental, Structural and Technical Assessment (CESTA); the Student Assessment of the College Environment (SACE); the Student Follow-Up Appraisal System (SFAS); and data from the Teaching Effectiveness Program Leadership Effectiveness Programs can be used for institutional and team development. The Leadership Effectiveness

Program (LEP) and the Teaching Effectiveness Program (TEP) are designed to augment the college's performance appraisal systems and relate directly to the "total quality management" or "continuous quality improvement" aspects of institutional effectiveness.

The instruments, software and workbooks associated with IEMHE will be marketed by the Noel-Levitz Centers for Institutional Effectiveness and Innovation. IEMHE instruments have already been used at Clovis Community College in Clovis, New Mexico, New Community College of Baltimore and College of the Mainland in Texas City. Additional research is planned with Pima Community College District in Tucson, Arizona, Western Wisconsin Technical College in LaCrosse and Florida Community College at Jacksonville to be completed in the spring of 1992.

By becoming a member of the National Institute for Leadership and Institutional Effectiveness, an institution or individual will gain access to research on institutional effectiveness through a bimonthly newsletter, research abstracts, conference workshops, and access to a national normed database that will be available through

Noel-Levitz Centers for Institutional Effectiveness and Innovations in 1993. Members will have professional development opportunities by attending and making presentations at workshops which deal with continuous quality improvement/institutional effectiveness and total quality management. There are also a variety of roles that individuals or institutions can play in NILIE including those as a research associate, consultant, Regional Center or a regional center liaison.

For additional information on the National Institute for Leadership and Institutional Effectiveness and the Institutional Effectiveness Model for Higher Education, contact: Dr. George A. Baker, Department of Educational Administration, EDB 310, University of Texas at Austin, Austin, Texas 78712-1291; (512) 471-7551. ■

**IN ORDER TO
COLLECTIVELY
PRODUCE QUALITY
RESULTS IN EDUCATIONAL
AGENCIES, WE MUST
CONTINUALLY CLARIFY
AND DEEPEN OUR
PERSONAL VISIONS.**

Literature

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- and what support they can expect from the institution.
- describes in non-technical terms the preparation of statements of intended student outcomes and available means of assessment.
- provides complete examples of departmental/program intended outcomes/objectives, assessment criteria and means of assessment for two- and four-year colleges.
- includes a brief section regarding institutional effectiveness activities in non-academic departments.
- is a cross-reference to *A Practitioner's Handbook*.

Both publications are available from
AGATHON PRESS
c/o MAXWAY
225 West 34th Street
New York, NY 10001
Phone: 212-947-6100

Assessing Student Learning and Development

Assessing Student Learning and Development, by Erwin T. Dary, is a step-by-step, "how to" look at assessing students' academic and personal development. From developing a blueprint for an assessment process, to interpreting what the assessment analyses means to the program, it's all here. Publication available from: Jossey-Bass Publishers, San Francisco, 1991.

The Quest For Quality

The Quest for Quality, by L. Mayhew, P. Ford and D. Hubbard, looks beyond the economic issues of the day and reminds administrators of higher education that their true purpose is to supply "high-quality undergraduate education..." The primary issues discussed are: faculty recruitment, training and evaluation. The authors' of *The Quest For Quality* are also concerned that institutions of higher education have become too diversified and generous in awarding academic credit for fear of losing public subsidies. The "Principle of Parisomy" is their answer to quality. Publication available from: Jossey-Bass Publishers, San Francisco, 1990. ■

More Effective:

Continued from Cover

answers to these questions, the Community College Consortium initiated a national study of student success practices in March 1991 with 136 community, junior and technical colleges in 44 states. A total of 2,115 professional staff participated in the study. The group response rates by category were: executive administrators (44%), mid-level administrators (48%) and full-time faculty (52%). The overall response rate was 49%, with faculty (N=1,331) the largest single group in the study.

Some of the more important findings about student success and assessment practices in community colleges follow.

Student Success Practices in Community Colleges

1. Dividing student success practices in academic (basic skills testing, academic probation, etc.), academic support (new student orientation, mentoring programs, etc.), and support (programs for special students, collaborative programs with external agencies, etc.) categories, we can surmise that:

- Community colleges are most likely to employ success practices across all academic programs if they are directly related to classroom instruction and/or academic policy. *Example:* Two-thirds of responding faculty and administrators indicate that required entry testing and placement are used in all programs.

COMMUNITY COLLEGES ARE LESS LIKELY TO EMPLOY SUCCESS PRACTICES ACROSS ALL PROGRAMS IF THEY FALL IN THE CATEGORY OF ACADEMIC SUPPORT.

COMMUNITY COLLEGES ARE MOST LIKELY TO EMPLOY SUCCESS PRACTICES ACROSS ALL ACADEMIC PROGRAMS IF THEY ARE DIRECTLY RELATED TO CLASSROOM INSTRUCTION AND/OR ACADEMIC POLICY.

- Community colleges are less likely to employ success practices across all programs if they fall in the category of Academic Support.

Example: Approximately 4 out of 10 responding faculty and administrators indicate that new student orientation is conducted in all programs.

- Community colleges are unlikely to employ success practices that involve outreach activities beyond the classroom or the institution.

Example: Less than one-quarter of the responding faculty and administrators indicate that collaborative programs involving schools and external agencies are used to promote student success.

2. Student success practices are employed sporadically in academic programs. Only 3 of 15 success practices (required basic skills testing, required academic advising, and tutoring and academic support services) are viewed as operative in all programs by a majority of responding faculty and administrators.
3. Academic programs differ in the extent to which student success practices are used depending on: a) program accreditation, b) history and tradition, c) values of faculty and department chairpersons, d) market demands, and e) changing demographics, student needs and learner characteristics.
4. The level of agreement among faculty, executive-level administrators, and mid-level administrators regarding practices used to enhance student success is high—almost beyond a reasonable level of expectation. Executive administrators tend to

inflate the extent to which student success practices are used compared to faculty and mid-level administrators.

Assessment Practices: Student Characteristics, Progress and Learning Outcomes

Entry

1. Institution-wide efforts are generally being made to collect information describing basic skills competency, educational goal(s) and prior educational achievement from students at entry. To a lesser extent, information about career goals is sought.
2. Community colleges have devised excellent systems and procedures for collection of information from students at entry. To a lesser extent, institution-wide efforts are made to collect information about programs or curriculum choice, change of program, course withdrawal, and satisfaction with instructor's institutions are less apt to collect information describing change in student educational and career goals, satisfaction with courses, use of college services and participation in college activities. Faculty, in particular, are uncertain about student educational and career goals, the extent to which they use services and participate in activities, and their satisfaction with services.
3. Knowledge about students and their involvement with the institution begins to deteriorate after initial enrollment. Community colleges maintain excellent records of student flow into and out of programs and courses, however, they do a less than

adequate job of monitoring involvement in services and activities.

Although instructors are the primary contact with students, they appear to know little about student activities outside of class.

4. Community colleges' records of student use and satisfaction with college services vary widely. After initial enrollment, there is a progressive loss of contact with students which may result in: a) disengagement from the institution, and b) diminished institutional capability to design and implement support systems which help students succeed.

resource-threatening events occur—events such as separation from a course, program, or the institution as a whole. Rather, students have needs that change through exposure to programs and services. The programs and services provided, the way(s) in which they are provided, the methods used to assess student learning outcomes and the frequency of assessment constitute benchmarks of a college's service orientation.

Service is not a competitive edge; it is the competitive edge. Students do not simply enroll in our colleges; they enroll with expectations. One expectation is that the programs they select or the services they

of assessment activities currently underway on individual campuses, and b) what is absolutely essential in assessment to improve quality and to satisfy important constituencies.

- Develop strategies for faculty and support staff to become much more involved in student success practices as a normal part of workload.

An orientation to service is a transformational concept. It is a philosophy, a thought process, a set of values and attitudes, and—sooner or later—a set of methods. To transform a community college into a customer-oriented institution takes time, resources, planning, and serious commitment by faculty and administrators. The process is educationally desirable, but it is always a tall order. ■

SERVICE IS NOT A COMPETITIVE EDGE; IT IS THE COMPETITIVE EDGE. STUDENTS DO NOT SIMPLY ENROLL IN OUR COLLEGES; THEY ENROLL WITH EXPECTATIONS.

Exit

5. In many institutions, information measuring basic skills in reading, computation and general education knowledge is not collected from students at exit.
6. Institutional performance in collecting information from students about goal achievement and satisfaction with college is marginal. Faculty and administrators in most institutions indicate that institution-wide efforts are not made to obtain information related to goal achievement, satisfaction with curriculum, satisfaction with instruction and satisfaction with support services.

What do these early findings tell us about the service orientation of community colleges; about their commitment to student success? We can feel secure in the belief that our colleges are doing a good job of assessing student skills and needs at entry. However, this is only the beginning of the customer-provider relationship. Students are not simply individuals with needs that must be identified at the beginning of their relationship with the institution, not to be looked at again until

use will provide benefits. Additionally, students expect that the institutions will be aware of the extent to which these benefits are or are not realized. Finally, they expect that if the benefits are not adequate, the institution will adjust programs and services accordingly.

There are some steps that community colleges can take to improve their service delivery:

- Increase the volume of assessment activity common to, and cutting across, all academic programs. Extend current efforts toward student success in the "Academic Support" and "Support" areas to include innovative practices that more deeply involve students in support services as well as inject the campus into the role-set of the student. Encourage faculty and administrators to pay much more attention to assessment indicators and practices in the "Throughout" and "Output" areas. An important step in this direction would be to push accountability for student assessment as far down in the organization as possible.
- Get executive administrators more involved in assessment so they can better understand: a) the nature and types

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- Karl Albrecht and Ronald Zemke. "Service America! Doing Business in the New Economy." Dow-Jone-Erwin. Homewood, Illinois, 1985.

Call for Submissions to Products, Methods and Process

If your institution has conducted research studies dealing with effectiveness issues, has an exemplary effectiveness program, or is aware of any regional or national meetings focusing on institutional effectiveness, we invite you to submit a brief summary (1 to 2 pages) for consideration in future publications.

Send information to:

Dr. Delinda Cannon, Beacon Project Coordinator, Midlands Technical College, P.O. Box 2408, Columbia, SC 29202; (803) 822-3582.

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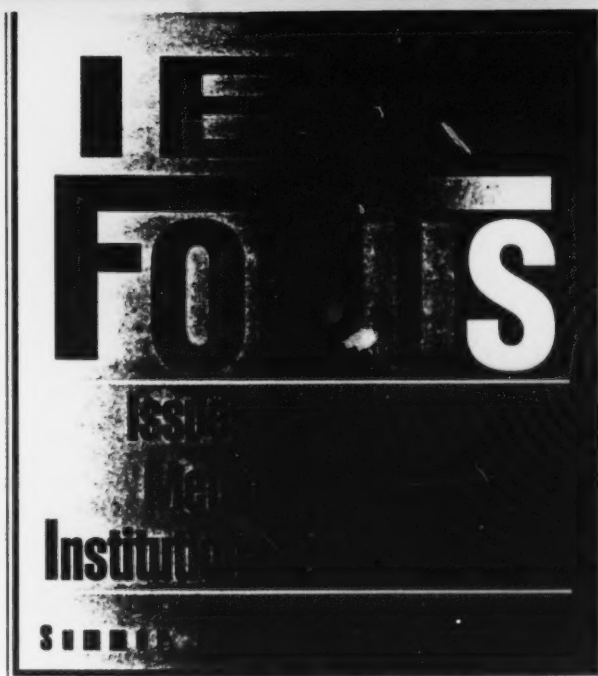
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The Times They Are a Changin'

by David Pierce, AACJC President

Two hundred odd years ago George Washington, Thomas Jefferson, James Madison and other distinguished statesmen lobbied for the establishment of a federal university which would set the standards for all of the nation's higher education institutions. Time and again a plan was presented, and each time the Congress of the day rejected the notion of the federal university — they wanted no government intervention or monitoring of institutions of higher education. The notion of federal standards for higher education held little or no appeal.

It was not until the 1960s and the Civil Rights legislation that the federal government got involved in higher education. During the 1980s, the public demand for accountability resulted in an increasing involvement of government in higher education. Today, concern over global competitiveness and political correctness has Washington, D.C. policymakers creating a plethora of national committees, councils and commissions concerned with

establishing national education standards and assessment systems.

One such group is the National Education Goals Panel (NEGP). Created in July 1990 with the intent to provide an education report card to the nation, NEGP began to review and assess the progress of the nation and states toward achieving six National Education Goals with a target date, the year 2000:

Goal 1 – all children will start school ready to learn

Goal 2 – the high school graduation rate will increase to at least 90 percent

Goal 3 – students will demonstrate competence in challenging subject matter including English, mathematics, science, history and geography

Goal 4 – U.S. students will be first in the world in science and mathematics achievement

Goal 5 – every adult will be literate and have the skills and knowledge to compete

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Page 5

Highlights From the Winter Institute on Effectiveness and Student Success*

Jacksonville, Florida was the site of the First Annual Winter Institute on Effectiveness and Student Success in the Community College. More than 180 community college educators from 19 states and Canada attended the Institute, hosted by Florida Community College at Jacksonville.

The theme of the conference was "Leadership and Technology to Manage the Effectiveness Challenge: What's Working and What Does the Future Hold?" Keynote Speaker for the opening session was Patricia Cross, who spoke on "Teaching for Student Success." According to Cross, findings indicate faculty participants are enthusiastic about classroom assessment and are sharing their successes, failures and unsolved dilemmas with their peers. Cross challenged the participants to expand assessment to departments and to become sensitive, systematic observers of their students.

Jim Wattenbarger from the University of Florida, in his keynote address on "Managing Institutions for Effectiveness: A Changing Mosaic," called for a template to use as a basis for determining the results of management techniques and processes designed to improve institutional effectiveness. John Cousineau, with the British Columbia Research Corporation, provided a fast-paced and in-depth view of how technology is reshaping the role of information in college management. "The Challenge of Student Success: Ideas, Innovations and Imperatives" was well articulated by Steve Wallace, president of

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South Carolina's Beacon Project:

Institutional Effectiveness—The Process and Product

by Delinda Cannon, Associate Vice President for Institutional Effectiveness, Midlands Technical College

In 1989, the 16 colleges comprising South Carolina's technical college system faced a dilemma. They were being mandated, by accreditation requirements and legislation, to conduct prescriptive, comprehensive assessments of institutional effectiveness, without any additional resources and at a time when enrollment growth was outpacing revenue increases. South Carolina's Commission on Higher Education had funded a two-year project at Midlands Technical College in Columbia to develop a program review model, but that project was to expire July 1, 1989.

Believing that Midlands Technical College had both the commitment and staff to continue in its leadership role, the State

Board for Technical and Comprehensive Education designated Midlands as the system's lead institution for institutional effectiveness.

With the support of its 15 associate colleges, Midlands applied for and received an AACJC Beacon grant in 1990 to provide research, professional development and technical support to institutional effectiveness programs at all 16 colleges. The system colleges' institutional effectiveness coordinators served as the advisory board to the project.

The Beacon Project's goal was to support a consortium of technical and community colleges for the research, design and implementation of assessment procedures and models on determining institutional effectiveness and improving student

learning in community colleges. Specific activities included:

1. The design and piloting of assessment instruments and methodologies (We pilot-tested four national and six locally developed instruments and shared numerous versions of several instruments. We supported the design of mail surveys, in-class surveys and telephone surveys.)
2. The development of faculty and staff expertise in conducting, analyzing and using assessment information. (We conducted two state workshops; provided funding for participation in a major conference on assessment; spon-

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From the Editor's Desk

In *In Focus*, funded by the AACJC/Kellogg Foundation Beacon Project, began as a method to increase communication and share information among South Carolina's 16 technical/community colleges. Midlands Technical College and its 15 associate colleges developed the newsletter concept to generate interest and support for assessment and institutional effectiveness activities in our institutions. However, it became apparent after the first issue in Spring 1990, there was nationwide interest and a need for the sharing of assessment and effectiveness information for two-year community, junior and technical colleges. We elected to broaden our mailing list to include every AACJC member college and individuals from other post-secondary institutions, upon request.

The five issues sponsored by the Beacon Project covered a variety of

topics (see article reference list in this issue) and included articles by such well-known community college spokesmen as Dale Parnell and David Pierce, as well as numerous practitioners in the field. I think (and know I am biased) each issue enlightened, informed and challenged us to view assessment as an opportunity and as a responsibility. To me, "the view was worth the climb." Thanks AACJC and the Kellogg Foundation.

So... farewell from South Carolina's Technical College System and the Beacon Project and hello from the Consortium for Institutional Effectiveness and Student Success, an AACJC consortium affiliate. The Consortium Board of Directors met on April 12 in Phoenix, Arizona at the AACJC Annual Conference and voted unanimously to co-sponsor, with Midlands Technical College, *IE in Focus*. I have been asked by the Consortium directors and Dr. Jim Hudgins to continue as editor of the

newsletter in 1992-93. I accept the challenge, knowing there is still much to do, much to share and much to learn. Thanks for your vote of confidence, Midlands and the Consortium for Institutional Effectiveness and Student Success.

I have had the support of my South Carolina colleagues, my president, Jim Hudgins; my able research assistants—Terese Paquete, Barry Russell and Rennie Dixon; my indispensable secretary, Sherrill Perry; and Midlands' award-winning marketing staff; the Beacon Project; and our many contributors and our readers. I look forward to hearing from you and including your college's activities in future editions. With national community college support, we will continue to have a part in the development of a cadre of knowledgeable and experienced assessment/effectiveness professionals.

Delinda Cannon
April 1992

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SEYBERT, JEFFREY, Johnson County Community College (KS), "ASSESSING INSTITUTIONAL EFFECTIVENESS IN COMMUNITY COLLEGES: WHAT TO MEASURE AND HOW TO START," Spring 1990, Volume 1, No. 1.

For copies of specific articles, call or write the Institutional Effectiveness Office at:

Midlands Technical College
PO Box 2408
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(803) 822-3582. ■

Upcoming Meetings:

June 21-24

AAHE Assessment Conference at the Fountainebleau Hilton, Miami Beach, Florida. Contact: AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110 or phone: (202) 293-6440.

June 21-24, 1992—Vail, Colorado

1992 Summer Institute: Creating a Culture for institutional Effectiveness: What's Working? What Does the Future Hold? For more information contact: Patricia Carter or Scott Rivinius, Community College Consortium, UMUTMSU, 2007 School of Education Building, The University of Michigan, Ann Arbor, MI 48109.

July 28-30, 1992

Fourth International Conference on Assessing Quality in Higher Education, University of Twente Enschede, The Netherlands. For more information contact: Center for Assessment, Research and Development; University of Tennessee, Knoxville; 1819 Andy Holt Avenue; Knoxville, TN 37996-4350.

August 2-5

SCUP 27, Planning in Times of Transition: Creating Tomorrow's Paradigms Today, Hyatt Regency Hotel, Minneapolis, Minnesota. For information contact: SCUP Central Office, 2026 M School of Education Building, Ann Arbor, MI 48109-1259 or phone: (313) 763-4776.

October 4-7

"Agenda for the 90's" Student Development Conference at the Hyatt Regency, Chicago, Illinois. For information contact: Dr. Edward Franklin, Conference Program Chair and Assistant Dean of Student Development, Johnson County Community College, 12345 College Blvd., Overland Park, KS 66210 or phone: (913) 469-3865. ■

"Research Off The Shelf"

Julie Slark
Rancho Santiago College
Santa Ana, California

We are all enmeshed in institutional effectiveness assessment activities. The question now becomes, "What are we doing with our assessment results to improve the quality of our programs?" Creating the link between research results and program improvement continues to be problematic. The endless numbers of studies collecting dust on bookshelves characterizes this fact.

The Learning Assessment Retention Consortium, comprised of 81 community colleges in California, has developed an innovative approach to address the outcomes findings of a three-year study of more than 50,000 basic skills students. They wrote a "readers' theatre" script which provides the study findings through the eyes of students, engaged student actors to participate and videotaped the production. The results of the study are available for purchase in a package which includes colored graphic overheads of the data, the videotape and follow-up exercises during which time the viewers discuss study implications and program practice.

The package includes:

A Videotaped Readers Theatre
Production of Students' "Voices"
Dramatizing the findings of the LARC
Student Outcomes Studies

The cost is \$75 for the video and presentation group exercise materials for LARC members/ \$150 video and materials for non-LARC members

The components of the package have been used successfully with faculty, students and administrators to stimulate conversation about assessment and to inspire program changes.

For information, please phone (714) 564-6468/6469.

To order, send a check payable to "RSC Foundation/LARC," to Suzi Russell, Research Department, Rancho Santiago College, 17th at Bristol, Santa Ana, CA 92706.

Please be sure to include your mailing address and a phone number in case of questions regarding your order.

Total Quality Management at Fox Valley Technical College

Total Quality Management (TQM) principles have been prominent in business and industry since the 1980s. Many private sector companies are looking to local community and technical colleges for assistance in training of employees and implementation of total quality management or TQM.

Fox Valley Technical College in Appleton, Wisconsin replied to the call for assistance in 1985 by first implementing a TQM model internally. Fox Valley's TQM model combines the concepts found in the theories of Deming, Crosby, Juran, Albrecht and Conrad.

The focus of TQM at Fox Valley is on creating a quality environment for students and employees, while operating a cost-effective organization and producing job-ready graduates. Fox Valley believes that TQM will lead to greater student, staff and employer satisfaction with the educational programs and services provided by the college, and that, in turn, enrollment increases, attrition rates decrease and graduate placement rates improve.

Fox Valley College has experienced the following changes through the implementation of TQM.

1. A Total Quality Leadership Team, representing all personnel levels, has been established and given responsibility for college policies, governance, planning and monitoring of collegewide quality improvement efforts.
2. Institutional efforts are focused on meeting the needs and expectations of the customers of the college, which have been defined as the students, employers, taxpayers and coworkers.
3. Nine collegewide committees have been established and charged with planning professional development programs, setting up recognition initia-

tives, improving customer satisfaction, assisting in measurement and costing, handling corrective-action processes and designing evaluation systems.

4. Professional development courses have provided 56 hours of quality/productivity training for all full-time staff, all student workers, adjunct faculty and the board of trustees.
5. Self-managed teams, scientific methods, statistical approaches and Hoskin planning techniques have been implemented.

6. A guarantee program has been implemented which provides free retraining for graduates and gives refunds to employers who are not satisfied with customized training and technical assistance.

7. Quality elements, or indicators of excellence have been defined and their conforming requirements institutionalized as standards for evaluation.

Since the TQM program began at FVTC, job placement rates for program completers has increased to as high as 92 percent, enrollment has increased and fewer students drop out. Employees now shoulder greater accountability for program quality and some unit costs have been reduced. The implementation of TQM at Fox Valley has brought to light the strengths and weaknesses of the institution, as well as recognition and acknowledgement of the critical importance that people play in the progress and success of the college.

For more information on Fox Valley's TQM Program, contact the Quality Academy at (414) 735-5707.

PROCESSES
METHODS
PRODUCTS

TIMES CHANGIN'

Continued from Cover

in a global economy and function as citizens

Goal 6 — schools will be safe, disciplined and drug-free.

Although the goals focus primarily on elementary and secondary school outcomes, community, technical and junior colleges will play an important role in this plan, especially in Goals 4 and 5. Goal 5 focuses on lifelong learning as well as adult education.

The panel created six Resource Groups (one for each goal) to make both short and long-term recommendations for the panel's review and possible adoption. One recommendation of the Resource Group on Goal 5 endorsed the creation of an assessment system to provide information about American college students' ability to think critically, communicate effectively and solve problems. Supplemental information from this assessment system might include indicators on general education outcomes of collegiate education — in brief, to find out what our graduating college seniors know and can do.

The group also supported the development of a process to measure and report on generic workplace skills and the use of international comparisons on occupational skills required in the workplace, both foundation skills and The Secretary's Commission on Achieving Necessary Skills (SCANS) skills. The objective here was to provide an indicator to the American public on "how functional literacy skills of the [American] work force compare with those of other developed nations."

Obviously, creating a national system for assessment of either general education outcomes or workplace skills would require developing a broad consensus among higher education institutions, between states and with other agencies. It would involve a very time consuming process. The Goals Panel recognized this and referred to a "decade of study" needed to

build such consensus.

There are other influential, Washington-based groups looking at education. One is the National Council on Education Standards and Testing. Among other things, this Council has recommended the adoption of voluntary, national standards for subject content, student performance, school delivery and system performance. They endorsed a national system of individual student assessments created "individually and collectively" by the

states, leaving open the possibility of up to 50 different assessments geared toward the national standards.

Also on the scene are the Council on National Testing and the New Standards Project set up to develop elements of a national

examination system. SCANS and the Commission on Skills for the American Workforce worked to develop measurements of generic functional skills which appear in many different occupations and industries. These are just a few of the councils and/or commissions that are actively scrutinizing some aspect of education.

In fact, over the past year and a half many councils and commissions have been formed and disbanded — so many they are often hard to keep track of. The National Education Goals Panel itself has

recently been reconfigured, partially to change congressional leaders from ex-officio members to voting members, and partially to make the Panel more politically balanced. There are no representatives from education on the Goals Panel.

Regardless of the politics associated with the creation or demise or the membership of these groups, the growing number of national education councils, commissions and panels points to the recognition of a belief that America needs national standards for education. This was reflected in a recent poll done by the Harris Education Research Center in which 82 percent of the people surveyed indicated that the nation "needs common national standards or performance that all schools should be expected to live up to," and 80 percent felt that "this country, should know how American students' performance compares to world class standards."

The design and implementation of systems of assessment or national standards for education are undertakings in which community colleges should be active and vocal participants. At this point, although there are a number of groups established and studies going on, there are no specifics; nothing is in concrete. However, with goals such as these, which so clearly impact education, community colleges should take a leadership role. The establishment of national assessments and standards for education is inevitable. ■

THE DESIGN AND IMPLEMENTATION OF SYSTEMS OF ASSESSMENT OR NATIONAL STANDARDS FOR EDUCATION ARE UNDERTAKINGS IN WHICH COMMUNITY COLLEGES SHOULD BE ACTIVE AND VOCAL PARTICIPANTS.

*No one has said the
pursuit of excellence is easy.*

*Changing, growing, choosing and discarding
are hard. The lives of great people remind
us that the longest journey is the journey
inward and the rewards lie not in the
destination, but in the journey itself.*

INSTITUTE ON EFFECTIVENESS

Continued from Cover

Austin Community College (MN).

Richard Alfred from the University of Michigan and Carol Viola from the College of DuPage (IL) shared the final keynote spot. Alfred presented some of the findings of his study of student success practices and Viola discussed the results of a multi-institution study of student outcomes practices.

Four workshops explored in-depth institutional effectiveness models, student outcomes assessments for improving student success, exemplary models of strategic planning processes and the role of the presidency, now and in the future.

The 36 exemplary practice sessions represented four major themes: planning and assessment; student outcomes; teaching and learning; and creativity, innovation and change.

PLANNING AND ASSESSMENT:

Nine technology-based systems for planning and assessing student success were presented. **Glen Oaks Community College's (MI)** Student Planning System assists students in developing their educational goals, monitoring their progress toward these goals and providing transfer information to students. A Student Retention Tracking system designed at **Midlands Technical College (SC)** identifies student needs and assesses the effectiveness of intervention. The American College Testing Program demonstrated a model developed to collect student data at entry (demographics, majors, needs, etc.) for use in resource allocation, enhancing external relations and determining program enhancements. **Technical College of the Lowcountry (SC)** demonstrated how ASSET has improved retention rates and prepared the college for implementing a value-added student outcomes plan.

Oakland Community College (MI) and **Florida Community College at Jacksonville** shared the details of their independent development of indicators of success used to determine institutional effectiveness and guide strategic planning. A statewide program review process which utilizes information from 28 colleges and from employers of former students was outlined by representatives from the participating Florida state agencies and **Valencia Community College (FL)**.

The **Community College of Rhode Island** has successfully employed technology to handle registrations (via Voice Response Telephone Registration system), degree audits and academic advisement.

Valencia Community College (FL) shared their comprehensive computer-based system for managing a comprehensive planning and evaluation system. **Gulf Coast Community College (FL)** presented its approach of introducing faculty to the use of computers in academic advising/mentoring and learning styles arenas.

STUDENT OUTCOMES:

Three models for assessing student outcomes were presented. **Triton College (IL)** and **South Suburban College (IL)** use Learning Community Support Teams comprised of academic and peer advisors, counselors and faculty mentors, and employ computer-based data tracking systems to provide information on admissions, registration, financial aid, academic progress, transfer articulation, etc.

The assessment model presented by **Macomb Community College (MI)** is based upon collection and dissemination of data which provides the basis for continuous improvement and adaptation. The session emphasized the relationship between the institutional model for assessment, the process used in data collection and the impact on student placement, course design and delivery, student persistence, program and degree design, and student goal completion. **The University of Toledo - Community and Technical College (OH)** includes components such as identification of student competencies, assessment of student outcomes, analysis of instructional effectiveness, and revision of curriculum and services in its student outcomes model. At **Lansing Community College (MI)**, computer networks to monitor student progress on assignments and provide individual assistance are successfully used, as are computer test banks. **Florida's** SOLAR (Student on-line advising and articulation) ENERGY program is designed to guide transfer students through the community college and university articulation process. The system provides current information on community college and university academic requirements for each major area of study as selected by the student. Datatel, Inc. and **Jackson Community College (MI)** discussed the emerging computer tech-

nologies that will enable institutions to make the data on administrative mainframes usable to institutional research staff, thus enhancing the institution's ability to measure student success.

TEACHING AND LEARNING:

Several sessions focused on technology-based teaching tools which have been successfully introduced into college classrooms. **Paducah Community College (KY)** and a local university have developed what they call a "communiversity." Using two-way video, they are able to offer developmental through graduate level courses to community members throughout their region. Faculty at **Oakland Community College (MI)** and **College of Lake County (IL)** are experiencing outstanding results with the use of various calculators and computers to enhance the delivery of difficult mathematics and calculus concepts. A faculty member at **Joliet Junior College (IL)** in the Computer Landscape Design program shared his course outlines and the principles of software manipulation he has found successful.

Burlington County College (NJ) interactive video disc programs are greatly reducing risks inherent in training nurses by enabling students to apply theory to realistic simulations without endangering lives. In keeping with the trend to collaborate, a task force of staff and faculty at **Delta College (MI)** designed, financed and implemented a multimedia lab for students and faculty which offers an enriched and stimulating learning environment. Two first semester writing classes at **Jackson Community College (MI)** and **St. Petersburg Junior College (FL)** are "meeting" twice a week via computer conferencing. The "pros" and "cons" of telecourses were discussed by **Florida Community College at Jacksonville** users, along with innovative options and approaches which result in meaningful experiences for telecourse students. To enhance faculty and student ability to access books, magazines, databases, indexes and other resources, **Indian River Community College (FL)** library personnel developed a training program, including the teaching of critical thinking skills.

The well-publicized **Miami Dade Community College (FL)** Faculty Development Program, now in its fourth year, was diagnosed as alive and successful.

There are approximately 50 Miami Dade Community College faculty enrolled in the University of Miami doctoral program, and an estimated 600 faculty and staff are participating in the on-site contract courses on effective teaching and learning.

CREATIVITY, INNOVATION, CHANGE:

Ten innovative programs were featured in the exemplary practice sessions. They ranged from *Brevard College's (FL)* Spring Fest, a week-long program of activities designed to enhance the social integration of students into the college community, to *North Carolina State University's* \$6 million, three-year project designed to strengthen the role of community colleges in giving leadership to their communities. *Midlands Technical College's (SC)* Technologies Application Center (TAC) provides state-of-the-art examples and simulations of computer-integrated technology in manufacturing. Taken to its fullest, TAC will soon produce a product utilizing students and faculty from several fields to complete the integrated manufacturing process.

Daytona Beach Community College (FL) created the "Advantage Lab" to introduce upcoming course concepts and content to students with economic and academic limitations. This innovative program has successfully reduced the need for remediation by giving students a head start and increased confidence to tackle their coursework. A computer lab shared by students and faculty of all levels of writing classes is bringing faculty together at *Lake Michigan College (MI)*, resulting in improved instruction and grading procedures, and fostering cooperation and communication among students.

To increase enrollment of minority students and faculty, the Minority Education Initiative at *Mott Community College (MI)* identifies and integrates existing institutional systems for consolidation within a support network to enhance minority student and faculty development. To make information about retention more accessible and meaningful, the *Learning Assessment Retention Consortium* (comprised of 81 colleges) wrote a "readers' theatre" script which presents their study findings on retention through the eyes of students. In support of retention efforts, *Northwestern Michigan College* developed "PASS," Placing

Advisement for Student Success. The program includes thorough assessment of students' skills and needs (academic, financial aid, child care, career goals, plans for transfer); faculty advisors who assist with schedules and monitor progress; a computerized orientation program aimed at helping new students become familiar with college services; and a .5 credit word processing course.

Western Wisconsin Technical College is implementing a Quality Improvement Process in support of their commitment to provide programs and services with high standards. To date, the key components of the program include: internal implementation, administration and training; North Central Accreditation process; a climate study; Quality Assurance Associates Degree Program; economic development customized training; and community focus, with special emphasis on WWTC's role in the Tri-State Quality Improvement Network.

Jackson Community College (MI) articulated the need for an institutional climate that supports change and the involvement of institutional leaders to successfully examine the readiness for new technologies and to select appropriate technologies.

If you are interested in more detailed information about the topics presented, or the names of presenters, a book of abstracts from the Institute is available through the Community College Consortium at the University of Michigan—phone (313) 747-1973.

Co-sponsors of the Institute were the Community College Consortium; Consortium for Institutional Effectiveness and Student Success in the Community College; Florida Association of Community Colleges (FACC); Florida State Board of Community Colleges; Institute for Higher Education, University of Florida; Educational Leadership Program, Florida State University; and the Department of Educational and Psychological Studies, University of Miami. ■

**This article is a synopsis of an earlier report on the Winter Institute featured in CAPSULE Volume 5, Number 1 Winter 1992, published by the Community College Consortium.*

For information on any of the programs cited, contact the Community College Consortium at (313) 747-1979.

BEACON PROJECT

Continued from Page 2

sored participation in video conferences on classroom assessment and transfer technologies; conducted workshops for three colleges; and sponsored retention and transfer studies.)

3. The design and publication of a newsletter and support material on institutional effectiveness issues for community colleges. (We produced four editions of *IE in Focus*, provided ongoing assessment information via the consortium and developed an information/resource notebook for all consortium colleges.)

The training, coordination and logistical support provided by the Beacon Project to South Carolina's technical college system greatly exceeded our expectations. In addition to the specific system-wide initiatives, each associate college was allocated \$500 to use, as needed, for assessment activities. The \$500 in mini-grants were used for such activities as: (1) data entry, (2) travel to state assessment meetings, (3) copying and printing of assessment instruments and (4) revising of computer programs for assessment components.

Some of the benefits of this two-year project aren't related to funding or specific objectives. The collaborative development of a system-wide reporting cycle for assessment reports and the development of suggested communication strategies for all peer groups within the technical college system were natural outgrowths of the time we spent together, working and sharing resources. The President's Council of the State Board for Technical and Comprehensive Education gave the Institutional Effectiveness Coordinators of the Beacon Project a vote of confidence at their April 1 meeting for their leadership, collaboration and proactive response to assessment requirements in South Carolina.

Can you really accomplish anything in two years with \$25,000 per year? The South Carolina Consortium on Institutional Effectiveness says yes! We'll be sharing our processes and products in later editions in *IE in Focus*. If you want more information on specific activities on the Beacon Project, contact Delinda Cannon, Midlands Technical College, P.O. Box 2408, Columbia, SC 29202, (803) 822-3582. ■

IE IN FOCUS

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*IE in Focus- Issues, Trends and
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Effectiveness --*

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INSTITUTIONAL EFFECTIVENESS COORDINATORS MEETING
MINUTES
February 4, 1992

Present:

Aiken Tech

Charles Parker

Piedmont Tech

Dick Shelton

Chesterfield/Marlboro Tech

Jackie Brooks

Spartanburg Tech

Teko B. Pelumi

Denmark Tech

Carolyn Hayes-Fennell

Sumter Tech

Kay Rhoads

Florence-Darlington Tech

Terry Alexander

Technical College/Lowcountry

John Carroll

Greenville Tech

F. M. Rogers
Lucy M. Hinson

Tri-County Tech

Ann Libby

Midlands Tech

Delinda Cannon

Trident Tech

Richelieu Johnson

Orangeburg-Calhoun Tech

Nancy Coleman

York Tech

Arno Helms

Others:

State Tech

Mac Holderfield
Ted McClure

CHE

Alan Krech
Harry Matthews

The Institutional Effectiveness Coordinators met on February 4 at Midlands Technical College's Harbison Continuing Education Center.

Update on Cutting Edge and Bill 313

Alan Krech, Harry Matthews, Mac Holderfield, and Ted McClure fielded questions on I. E. reports and Bill 313. Alan reported that CHE was generally pleased with the I. E. reports submitted in July 1991. He noted that the weakest areas dealt with retention and attrition numbers. Few institutions addressed the question of why students leave. He cautioned against providing lengthy reports that give too much specific information, but don't focus on what you are doing to define the problems and address them.

Our planning report for 1992 should be an update of our 1991 report, with changes in mission, major goals, issues, etc. reported. You do not need to provide an update on institutional effectiveness in your planning report unless there are significant changes in your processes.

If you are using strategic planning to allocate resources or you are using the State Higher Education Plan's indicators, note how the process works at your institution.

Alan and Ted reported on the work of a statewide Transfer Committee that is developing a system for four-year institutions to use to provide data on two-year college students' transfer success.

The coordinators expressed their concerns regarding the amount of paperwork, very little feedback, and almost no resources to complete the Cutting Edge.

Components - The question was raised about the perception at our institutions that the reports aren't being properly evaluated and used for decisionmaking at CHE or the local level. Alan suggested brief (3-10 pages) reports, but concern was raised about the message this will convey to our colleges about the importance of the studies.

Ted noted that he has been asked to compile all of the technical college's reports into one document for CHE. Some coordinators feel they wanted to maintain autonomy over their reports. The need for a common but flexible format for the reporting on the various components was discussed.

Another issue raised by the coordinators is the lack of coordination of the various reports CHE is requesting. (Examples: some coordinators are involved in DVS, transfer, retention studies; others aren't. Often the coordinators don't receive information sent to the institutions from CHE offices other than the Planning Office. Yet our local administrators assume we have been informed.) This issue was addressed at length in the communications subcommittee meeting.

The coordinators expressed:

- 1) the need to share meeting minutes with other peer groups and to meet with the chairperson of the state groups each fall;
- 2) interest in taking another look at the definitions for each CHE component was expressed (A-1).
- 3) support for merging Cutting Edge and Bill 313 requirements;
- 4) support for development of a common format for reports to CHE;
- 5) concern that interest in assessment is waning at local colleges, but reporting requirements are increasing; and

- 6) support for communicating these concerns to the Presidents' Council.

Subcommittee Work on Planning Issues

The coordinators worked on action plans for specific planning issues. The Policy/ Administration Subcommittee's report will be mailed to all coordinators prior to our March 6 meeting. The Communications Subcommittee's draft action plans are included as **Attachment 2**.

The meeting adjourned at 3:50 p.m.

Delinda Cannon *DSC*
Associate Vice President
for Institutional Effectiveness

Attachments

INSTITUTIONAL EFFECTIVENESS COORDINATORS MEETING
112 Harbinson Continuing Education Center
March 6, 1992
MINUTES

Present:

Chesterfield/Marlboro Tech
Jackie Brooks

Technical College/Lowcountry
John Carroll

Denmark Tech
Carolyn Hayes-Fennell
Rennie Dixon

Tri-County Tech
Ann Libby

Florence-Darlington Tech
Terry Alexander

Trident Tech
Rich Johnson

Midlands Tech
Delinda Cannon
Dorcas Adams

Williamsburg Tech
JoAnn Grant

Orangeburg-Calhoun Tech
Nancy Coleman

State Tech
Ted McClure

I. CHE Reports:

Ted McClure reviewed the CHE summary reports of the Technical Colleges' Assessment components. He stated that the Assessment of the Major cannot be done on one page, but we should summarize each program assessed on one page, sending State Tech both the summaries and the full report. State Tech will be the clearinghouse for all sixteen colleges' reports. Instruments used for each assessment should accompany the reports.

Any report sent to State Tech is system data and can be shared with the other system colleges. If persons outside the system request a copy of any report, permission will be needed from the originating institution. State Tech will produce a list of each report, its length and a contact person.

The coordinators discussed the pros and cons of systemwide definitions for specific components such as retention. Some colleges reported fall-to-fall data; others reported fall-to-winter. For subsequent reports, both term-to-term and fall-to-fall data should be reported.

It was suggested that Bob Mellon and the Retention Task Force meet with the group in May to review the state tracking system and compare/contrast the State

tracking system with several developed by individual institutions. Bob Mellon will also be invited to all future coordinators' meetings.

Delinda reported that Bob Mellon, Ted McClure and she met on February 27 to discuss current systems/software supporting institutional effectiveness initiatives. The meeting was followed by a memo from Ken Kyre (distributed at the meeting) outlining planned or current systems that will be coordinated by State Tech. Bob will be asked to explain the reports at the May meeting.

Ted distributed information on Senate Bill 313 and Cutting Edge overlapping components. He stated that the transfer data is projected to be available April 1. The colleges will have 30 days to review and analyze their data. State Tech will summarize the data in June. Ted reminded the coordinators that the first year's number will be draft.

The group discussed the importance of accurately analyzing and using the data produced by the assessment reports. Ted also encouraged the group to explain fully any data that could be misconstrued.

The group discussed the confusion surrounding the DVS assessment reports. No one is clear on whether a report is needed as an ongoing part of the routine CHE reports. (Follow-up: CHE Staffer Harry Matthews told Delinda Cannon on March 11 that the statewide DVS study currently being coordinated by CHE's Academic Affairs Division will be used for the DVS assessment component this year. No separate report will be due from the colleges.)

Ted encouraged the coordinators to become familiar with the Vax and E-Mail systems and begin corresponding by Vax-Notes in fall 1992.

CHE Definitions - The group discussed problems with trying to determine system definitions for all assessment components. Some components lend themselves to a generic definition; others are institution-specific. Because most colleges are already compiling this year's CHE reports, the group agreed to wait until fall 1992 and then review definitions for those components due July 1993. Definitions will be reviewed on a case-by-case basis.

II. Reporting Cycle Subcommittee Report

The group reviewed the draft proposal on institutional effectiveness reporting for the technical colleges. Minor editing changes were made. The annual reporting cycle was altered slightly and step three of strategy 3--reporting format was deleted. Ann Libby will make corrections to the document and sent it to all coordinators for their review.

III. Communications Subcommittee

The coordinators reviewed the plan of action for improving communications re: assessment reports, timelines, etc. (Enclosure 1 includes all revised forms). The coordinators were asked to **complete two forms** that will provide information for statewide planning and coordination **by March 27** (included in Enclosure 1). The information collected from the forms will be included in the Institutional Effectiveness Resource Manual being prepared by Delinda Cannon and Renee Dixon, courtesy of the Beacon Grant.

IV. Report to the Presidents

The coordinators asked that Delinda Cannon brief the Tech System presidents on their work this year, emphasizing the importance of teamwork in producing the assessment reports and the need for improved communication among all peer groups. The coordinators will review the subcommittee work with their presidents prior to Delinda's presentation on April 1.

V. Next Meeting

The next meeting of the Institutional Effectiveness Coordinators will be on May 12. Lunch will be a joint meeting of the Retention Task Force and the I. E. Coordinators, with discussion of the activities of the two groups following lunch. The location will be announced at a later date.

The meeting adjourned at 3:00 p.m.


Delinda Cannon
Associate Vice President
for Institutional Effectiveness

Enclosures

March 11, 1992

COMMUNICATIONS SUBCOMMITTEE DRAFT

Issue: Develop a model plan for improving the communication of institutional effectiveness reports throughout the technical colleges and the involvement of faculty and administration in using the reports for improving academic and nonacademic operations.

Suggestion Action(s)/Time Line:

Action:	Target Date(s)
1) Bibliography	July 1
- Memos/letters relating to IE	
- Where information is directed.	
2) Directory of interested position/individual	July 1
- President, I.E.	
3) Summary of available IRM reports (TECAIDS, CORE)	July 1
- Documentation	
4) Feedback	Jan 1
- Early	
5) Calendar of Events (Assessment)	July 1
6) Communicate to College	Annually
- I.E. Library (hardcopy/electronic)	
- <u>USE</u> in planning process	
- IE update (Forum)	
- Administrators Retreat	
- IE and Deans Sign-off	
- Summary to faculty/staff	
- Communicate findings and response to findings.	

COMMUNICATIONS SUBCOMMITTEE
DRAFT

Issue: Develop and implement a plan for improving communication among peer groups concerning institutional effectiveness processes and reports to reduce redundancy in report development and reduce paperwork.

Suggestion Action(s)/Time Line:

Action:	Target Date(s)
1) Meeting of Peer Groups and I.E. Coordinators - Consensus on work for year.	Sept./May - '92-'93
2) Peer Group Chairs get minutes of all other peer group meetings (official and unofficial)	as happens
3) Communicate with Presidents	July 1
4) Members of IE Task Force meet with peer groups to discuss issues. - requires training	as required
5) President informs CIO/CSSOs to send CHE/State Tech correspondence information regarding IE to coordinators.	
6) SBTCE work diligently to reduce redundancy of reports.	ASAP